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ABSTRACT

The 17 presentations of the second Decisions Ahead Conference reflect the contributions of several persons who are representatives of important contemporary vocational and career education issues. The topics on which the conference was planned represent significant views of researchers, conceptualizers, and practitioners which can assist in the assessment of alternatives available for the advancement of vocational and career education. Presentations dealt with: an integrated approach to professional personnel development, mainstreaming, the decision maker of the future, career development (a psychological perspective of the theory and practices in higher education and in middle/junior high schools), practices in the elementary career SPAN (Start Planning Ahead Now) awareness program, career education for adults, youth organizations, Federal involvement, future decisions for vocational-technical education (as viewed by a teacher educator, a local director of vacational education, and a State director), job placement and followup, prevocational programs, and competency-based programs. Appended are the conference program, a list of University of Tennessee (Knoxville) vocational-technical education faculty and graduate students, and a list of conference speakers and participants. (Author/MS)

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DECISIONS AHEAD FOR VOCATIONAL-TECHNICAL EDUCATION

1975 Conference Proceedings

April 13-15, 1975

Hyatt Regency Hotel
Knoxville, Tennessee

Edited by
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Foreword

The second Decisions Ahead Conference reported herein came about because of the interest and motivation of faculty and graduate students in the Department of Vocational-Technical Education at The University of Tennessee. These proceedings should have an impact on the conference participants as well as other persons who were not able to be in attendance. These proceedings will also be a significant contribution to the vocational-technical education literature.

The program reflects the contributions of several persons who are representatives of the important contemporary vocational and career education issues. The topics on which the conference was planned represent significant views of researchers, conceptualizers and practitioners. Each point of view will assist in our assessment of the alternatives available for the advancement of vocational and career education.

Participant response to the conference creates a climate conducive to a continuation of this activity. The growth to graduate students and faculty in planning and conducting the conference provide motivation for another Decisions Ahead Conference. Your personal review of these proceedings hopefully will enhance your desire to participate again or anew.

The Department expresses sincere appreciation to all — participants, planners/implementers, and support personnel — who contributed a part of themselves in making the conference a success. Without these persons, there would be nothing to report.

Melvin D. Miller
Head, Vocational-Technical Education Department
The University of Tennessee, Knoxville

Acknowledgements

Recognition is particularly due vocational-technical education faculty and graduate students who showed their support for the Conference by serving as committee chairpersons and members. Appreciation is also expressed to all faculty, support staff and participants who gave enthusiastically of their time and energy to make the Conference a successful endeavor.

Editors

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THE INTEGRATED APPROACH TO PROFESSIONAL PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION

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Introduction

The purpose of this presentation is to look at the development of professional personnel in vocational education for the present and for the future. More specifically, the presentation will be centered around three basic questions: (1) What is personnel development? (2) How is it being done? (3) How can we prepare professional personnel more effectively for the changing role of vocational education? It is recognized that these are challenging questions, and we certainly do not have all the answers, but I'll try to share with you some of my biases, prejudices and experiences.

The Basic Concept of Personnel Development

In the profession of education the basic unit is the teacher, and the basic center of focus is the teaching-learning process. All other actions and reactions facilitate or result from the teaching-learning interface. Likewise, the personnel of the profession have been prepared as teachers, and then later, through specialized training and/or experience, many assume roles outside the direct teaching-learning interface.

Traditionally, the concept of the professional educator has been the same as that of the "teacher". Gradually the concept has expanded to include administrators, supervisors, and guidance counselors. In more recent years, as educational processes and resulting systems have become increasingly complex, the personnel requirements have become more and more specialized. As a part of the total educational structure, vocational-technical education programs require a wide variety of persons with specialized backgrounds of experience and education. Examples of these personnel needs are: (a) instructors for differing levels and occupations, (b) curriculum specialists, (c) work experience coordinators, (d) counselors, (e) placement specialists, (f) supervisors and administrators, (g) aides and paraprofessionals, (h) evaluation and program planning specialists, (i) facilities planners, (j) teacher educators, and (k) instructional media specialists. As you recognize, the development of professional personnel to carry out the specialized roles, which either facilitate or result from the teaching-learning interface, occurs primarily through graduate level degree programs and in-service programs that augment the professional version of on-the-job-training.

The Significance of and Need for Effective Programs of Professional Personnel Development in Vocational-Technical Education

The success of vocational-technical education programs depends, to a large measure, upon (a) the competencies and characteristics of the educational personnel who direct and guide the learning experiences, as well as (b) the ways in which these personnel are utilized in the teaching-learning process.

Preparatory programs must assist beginning teachers and other personnel to work effectively in their roles as expeditors of the teaching-learning process which prepares students for employment and for life in the community. The increasing importance and complexity of our socio-political environment broadens the roles of vocational teachers and other professional personnel well beyond the specific concerns involved in preparing individuals for occupational entry and/or the upgrading of those already employed. This means that professional personnel in the field of vocational-technical education must see their individual roles within a total frame of reference, involving the development of individuals within a complex and changing society. They are also, by necessity, faced with increasingly complex roles because of the increased sophistication of the technological and business sectors complex in our society, with the resultant change patterns which occur in the occupational structure.

The established professional faces severe problems in that he or she must keep up-to-date technically and professionally. It is expected that the professional who works with programs in vocational-technical education keep pace with and reflect through the teaching-learning process those agricultural, business, industrial, and societal changes that determine the occupational success of students who come wtihin his or her sphere of influence. A variety of agencies and institutions become involved in efforts to provide in-service preparation for instructional personnel. However, most of these efforts are isolated and do not represent coordinated efforts in a continuous developmental process for personnel who must guide the occupational destinies of youth and adults enrolled in programs of vocational-technical education.

The vocational teacher who is well prepared initially and who maintains and improves his technical and professional skills must function as part of an organization which recognizes his key roles and makes optimal use of his talents. This, of course, demands the use of specialized support personnel, who serve to facilitate the teaching-learning process which culminates in employment and effective occupational adjustment.

At a time when the teacher supply in many fields of education exceeds the demand, there continues to be a high demand for educational personnel at all levels of vocational-technical education. The profession at this time can ill afford weak and ineffective programs of professional personnel development. All practices must be examined carefully in light of their effectiveness as promoters of behaviors among students which permit employment and satisfactory job adjustment. Practices which fail to withstand the test of accountability must be modified or eliminated as we seek to develop programs which are effective in terms of their products.

The challenge to our delivery system for professional personnel in the field has been staggering. We've been hard pressed to meet the needs for instructional personnel due to unprecedented enrollment increases — which have grown from approximately four million in federally-reimbursed vocational-technical education institutions in 1964 to twelve million in 1973. Coupled with the challenge of numbers has been the recognized need for personnel to carry out the specialized roles which facilitate and result from the teacher-learner interface. [1], [2]

It has been estimated by the U.S. Office of Education that an additional thirty percent, or nearly 3,250,000 persons, receive vocational education through private schools and agencies other than those reimbursed through the Vocational Education Acts. According to USOE projections, enrollments in both public and private vocational education preparatory programs will increase from approximately 11,250,000 in 1969 to 18,735,000 in 1975.[3]

The Traditional Delivery System For Personnel in Vocational Education

An analysis of the preparation of vocational educators in our traditional programs reveals some interesting findings. In the past, teachers have moved into specialized leadership roles in vocational education with limited preparation for such roles. The common pattern of educational preparation for most service areas in secondary schools and community colleges has been one of early specialization in a content area. Successful classroom teachers in a given content area within the field have been encouraged to take graduate work which may lead to a specialized role. Typically, the graduate program has been highly specialized, with emphasis on both technical and professional competence in a particular vocational service area where, according to Dean McComas in a presentation for the Center for Vocational and Technical Education several years ago,

"...large departments representing individual vocational service areas had developed and maintained their own (graduate) programs. Partly, the maintenance of these programs had been at the expense of their students who "with advisement" had selected practically all of their major course work within a single vocational area."[4]

This type of preparation may have been effective in providing the individual with highly specialized knowledge, but generally has afforded him or her little or no opportunity to acquire an understanding of the nature of the entire field within the total education system. Furthermore, a very limited effort was made to acquaint the student with the social, economic and political aspects of the society in which vocational education exists. But as Dean McComas points out:

"Unfortunately, this single vertical extension of courses and experiences does not mesh with the real world in which the new graduate will find himself. If he or she seeks employment at the university level within the next 10 years, he or she can expect to be a professor of vocational or occupational education which will be characterized by fused programs at the master's and doctoral levels and with some fusion at the undergraduate level. If, on the other hand, the new graduate wishes to enter supervision or administration within a state department, public school, junior college or area vocational school, the ability to give direction to the total program already is very apparent. To knowingly perpetuate programs which limit the graduate's professional choices and career mobility borders upon intellectual dishonesty."[5]

It many be argued that the traditional preparation of vocational educators no longer meets the needs of their changing roles in the total educational system because:

"In our affluent society and modern day technology, vocational and technical education, and more importantly, vocational-technical educators have been 'dubbed' narrow in their horizons for not providing a broad enough education for youth and adults. If this is the case, obviously the education which these educators have received has resulted in them a uniformly narrow and distorted view of modern life."[6]

Another problem with the traditional programs has been the fact that many departments of teacher education have been preparing a variety of vocational education specialists, including teachers, teacher educators, researchers, administrators and curriculum specialists, through the same program with little or no differentiation in the students' patterns of courses. In the last few years, however, this practice of preparing all types of specialized professional personnel through the same advanced graduate level program without some differentiation is being increasingly questioned.[7]

The Expanding Concept of Professional Personnel Development in Vocational and Technical Education

As a nation, we have been and will continue to be committed to three main economic goals: (1) economic growth, (2) highest possible employment, and (3) price stability. However, rapidly changing society demands and technological capacity emphasize the need for a national commitment to the development, maintenance and utilization of the skills and abilities of our human resources.[8] This situation demands a flexible and dynamic program of vocational and technical education, and we cannot afford to struggle with a system that is more concerned with its own perpetuation than with meeting student and society needs. The most important ingredient in meeting these needs is an educational system which includes an integrated vocational education component. This requires, among other things, vocational-technical educators who have a broad perspective and who are committed to the development of a total program of vocational and technical education.

In the last decade several forces have occurred that suggest changes in programs of professional personnel development in vocational education. Among these forces are: (1) a renewed interest and changing public attitudes toward vocational education which has resulted in changes in legislation; (2) new approaches to vocational curriculum patterns, such as competency-based curriculum designs; (3) the changing nature of various interrelationships of vocational education with the local schools, state departments of education and the federal government; (4) the new concept of career education; (5) the expanding role of vocational education to better serve the needs of a higher percentage of both youth and adults, including the disadvantaged and the handicapped, in the total educational system that extends from elementary through the college level, and (6) accountability measures stipulated by the publics we serve.

As previously indicated, the decade of the 1960's ushered in an unprecedented rate of growth in vocational-technical education. Undoubtedly, the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 and 1972 provided an impetus which has influenced this growth rate as well as significant programmatic changes. New programs, improved facilities, more sophisticated equipment, expanded research efforts, and the initiation of exemplary programs have resulted. In addition, these same legislative acts ...

> "... have made it necessary to adopt a new concept in vocational teacher education. A more contemporary nomenclature should be applied to this overall area of professional development. A Smith-Hughes nomenclature can no longer apply to the diversified area of preparing professional personnel in occupational education. A contemporary nomenclature must be an umbrella term which covers the pre-service and in-service development of all occupational personnel whether they be instructors, supervisors, administrators or counselors."[9]

Especially significant to vocational educators concerned with personnel development is Part F of the Education Professions Development Act, which provides graduate level fellowships in vocational education. These legislative provisions have stimulated a period of massive transition in vocational education. The transition has been both quantitative and qualitative in nature.

However, to prepare vocational and technical education personnel for specialized leadership roles through traditional graduate programs and to expect them to function effectively in an expanding role of vocational education in the total education system, is short sighted at best and naive or misleading at worst. If we are to meet the challenges that are before us, we need new approaches to the development of professional personnel. The future requires vocational personnel with characteristics and competencies which may be quite different from those who are prepared as narrow specialists in a single vocational service area.

I do not wish to be misunderstood on this point. I am not arguing against content and professional specialization for instructional personnel at any level (secondary, community college or in teacher education). However, we should provide integrative experiences leading to a broadened perspective for all vocational educators. For those who carry out roles beyond the classroom the professional development emphasis must be broadened considerably.

The plain truth is that we live in an increasingly complex world, and those of you who seek to carry our leadership roles in vocational education must work together as a team. No one segment of vocational education can stand alone. The defense and offense for vocational education, as it is carried out at the state, local, and federal levels through a myriad of agencies, commissions and councils, cannot be made on the basis of a single occupational field or level of activity. The magnitude of the challenge facing us demands that we explore and exploit the common principles and practices that exist, as we pull together in a team effort.

At the present time, the universities with EPDA Graduate Fellowship programs are leading the effort to build programs for individuals whose career goals require a thorough understanding of the entire spectrum of vocational and technical education. These programs occur at the masters, specialists, and doctoral level. Many of us can recall that the doctoral graduate of 1960 prepared to return to the college or university setting as a teacher educator. During the past five years, however, the market outlet for the doctoral graduate in vocational-technical education has changed. While we still need some doctoral graduates who will carry out rather restricted professional roles, most teacher educators will need a broader orientation.

Increasing numbers of individuals with advanced graduate degrees are taking positions in large local school systems, in community colleges, and in state agencies. I'd like to believe that this situation results from factors other than flat budgets and stabilized enrollments in colleges and universities. Certainly one major factor in changing the demand pattern has been the substantial leadership provided by the State Department staffs in vocational education during the past ten years. The emphasis on planning, evaluation, curriculum development, cooperative education, information systems, research coordination, and stimulation of in-service development has substantially increased the demand for professional personnel with backgrounds different than that provided by the single service area model.

Essential Modifications In The Delivery System

In the decade ahead, the profession faces a significant challenge to develop an adequate delivery system for providing the quantity as well as the types of professional personnel needed. The USOE and the EPDA 552 Institutions, as well as State Departments with the impetus provided through EPDA 553 programs, have provided a boost, but the responsibility for the sustained follow-through must be assumed by those who provide leadership for the graduate programs of vocational and technical education in the state universities. Many of these graduate programs are changing, but in most instances the changes are slow and evolutionary, with occassional bursts of change brought about by funding pressures.

Before we become too critical though, perhaps we should look carefully at reality. The goal is not crystal clear. When we project beyond the instructional level, how certain are we of the competencies needed to carry out these specialized roles? Should we be preparing a curriculum specialist, a researcher, a program planner, an evaluator, an administrator, a media specialist, or should we prepare a vocational education specialist who can function in several of these specialized roles?

Regardless of the way in which we respond, it is clear that professional personnel beyond the instructional level should possess certain unique characteristics and competencies. Therefore, the problem is two-fold. First, the needed characteristics and competencies should be identified clearly; second, the type of program that would develop these competencies must be designed. There is no simple and easy solution to these challenges that lie before us in the decade of the 70's.

In terms of competencies, it would be a formidable task to attempt to list all of those needed by a vocational education specialist, although some attempts have been made in the last few years to identify them for the vocational teacher. We will have to do the same thing for the vocational education specialist. Experience has shown, however, that effective vocational educators who carry out leadership roles should have a:

1. Broad knowledge of the foundations of vocational education, its mission in preparing youth and adults for the world of work and its place in the total educational system.
2. Broad and thorough knowledge of the principles and practices of professional education related to the process of teaching and learning as they are applied to vocational education.
3. Broad knowledge in the supporting social sciences such as psychology, economics, sociology, and political science as they contribute to an understanding of the complex society in which vocational education exists.
4. Broad understanding of research procedures and techniques necessary to be both an intelligent consumer and producer of reliable data for decision making.

These competencies would be the minimum requirements necessary for vocational educators to function effectively in their expanding roles in the total educational system and in the constantly changing society brought about by technology and education. In addition, programs designed to prepare the leaders of the future must contain the elements of comprehensiveness, integration and coordination. *Comprehensiveness* of the program refers to the program's ability to be representative of the various vocational service areas and levels of programmatic activity.

Integration of the program refers to its ability to interrelate experiences within the various service areas into an applied discipline of vocational education, vocational education and the various phases of professional education, and vocational education, professional education and the supporting disciplines of social sciences and selected technological areas. *Coordination* of the program refers to the ability of the program to provide a meaningful construct for interrelating a wide variety of diverse experiences available in the university setting, the State Department of Education, the federal government, and the local public schools.

The Institutional Setting

In developing an integrated program capable of providing the diverse professional experiences needed by the vocational education specialist, the institutional setting is among the first concerns. The climate of the institution should be such that vocational teacher education is considered to be an important and integral function of the institution and of equal status with other disciplines. A strong graduate school supportive of professional education is also a necessity. Finally, *flexible programmatic standards* with options for individual students, departments and divisions, as well as *adequate resource allocation*, are needed ingredients for a successful program.

Administrative Unit Responsible for Coordinating and Integrating All Facets of Vocational Teacher Education

Depending on the institutional setting, one of the primary concerns for a comprehensive and coordinated program is the establishment of a single administrative unit responsible for the coordination and integration of all aspects of professional personnel development in vocational education. Traditionally, most vocational teacher education programs have been organized on a service area basis. In the last decade, however, we have evidence of a trend toward consolidation of the various vocational service areas into a single administrative unit. It should be acknowledged that a single unit does not in itself assure an integrated program, although I believe it provides the most hope for our future efforts.

Experienced Faculty

The success of a single administrative unit cannot be assured without the commitment of a willing faculty to work within this new environment. Furthermore, this type of program requires competent faculty members with broad occupational experience, who exploit new approaches to instruction, research and leadership development, and who place emphasis upon the commonalities existing among the personnel development patterns of the various service areas, as well as upon the unique features requiring differentiated strategies. At present, one of the most critical problems to overcome is resistance of the vocational educator, who is called upon to teach courses with content that is common to the several service areas:

"The teacher educator who is responsible for teaching commonality courses in vocational-technical education must readily accept the fact that he is a director or manager of learning and not a dispenser of knowledge. It is totally impossible for any one individual to provide all the examples and illustrations that are essential in a commonalities class or curriculum."[10]

The flexibility and adaptability of faculty members to new and challenging situations become factors for careful consideration, since an integrated and coordinated program necessitates that faculty members from different service areas and diverse backgrounds, philosophies and attitudes must work together — either on various committees or in the team teaching of various courses.

Program of Studies

A coordinated program of studies for the preparation of professional personnel in vocational education should consist of (1) educational activity associated primarily with formal course work, and (2) activities associated with seminars, practicums, internships and research.

Further, the program of studies should be integrative in nature and involve two levels of integration within the institutional setting. The first level of integration and coordination is between vocational education activities and those of the supportive disciplines, such as the social sciences. These include economics, sociology, psychology, etc.; the field of professional education which may include educational psychology, curriculum and instruction, educational administration, guidance and counseling, special education, etc.; and finally the technical disciplines or subject matter areas of engineering, agriculture, business, home economics, etc.

The second and most important level of integration is the integration of the various vocational service areas such as agricultural education, business education, distributive education, home economics education, industrial education, and health occupations education. The typical integrative program of professional personnel development in vocational education is segmented into two basic components: those instructional experiences which seek to develop competencies which are unique to the professional needs of a prospective teacher in a given service area, and those instructional activities which seek to develop competencies that are common to all professional personnel in vocational education. This latter component has been referred to by a number of names such as core, integrated, fused, interdisciplinary, across-the-board, etc. The common experience needed by all vocational personnel can be structured as a series of formal courses or a series of seminars and practicums, or a combination of the two.

In addition to the experiences gained by the professional personnel in vocational education through an integrated program as outlined above, other experiences can be gained through the internship phase of the program. The internship component of the integrated program is a rather unique feature which has not been fully realized in vocational education. Even though several institutions have established the internship as an integral part of their programs during the past few years with very satisfactory results, its full potential has not yet been realized in preparing professional personnel in vocational education.

The strength of a coordinated and integrated program for the preparation of professional personnel in vocational education lies in the fact that integration and coordination can be achieved without sacrificing the identity of the various vocational service areas.

The Human Element

Even though considerable attention has been given to the development of competencies which relate to knowledge, understanding and application, it must be recognized that the attitudes and values of professional personnel in vocational education have a significant influence upon their leadership behavior. Vocational education needs leaders who are sensitive and concerned with the total development of all the youth and adults whom they seek to serve. Dedication and commitment to the development of effective programs of vocational and technical education are critical elements which make a positive contribution to leadership behavior. It should be evident that positive attitudes and intentions are not adequate in and of themselves for the development of effective programs. However, we must also recognize that the human element is of vital importance as one seeks to maximize the influence of professional competencies of individuals who assume leadership roles in the profession.

Entering Student Capabilities

In a coordinated and integrated program of preparation for vocational teacher educators, the capabilities, goals, and interests of students must be considered carefully. As stated previously, the traditional vocational teacher education graduate programs involved some students who were graduates of a single service area baccalaureate program or who opted to become vocational education specialists, while knowing very little about the role of such a specialist.

A general pattern of criteria used to select prospective graduate students has been that the candidate must have: (1) a degree from a recognized institution in a specific vocational service area; (2) three or more years of teaching and/or administrative experience; (3) achieved a certain score in the GRE or MAT, and (4) several encouraging letters of recommendation from professionals in vocational education. These may be valid criteria for selecting graduate students, but they by no means assure that the individual so selected possesses the attributes required to be successful in the role as a vocational educational specialist. This is especially true since we do not really know the required competencies of the final product. Therefore, this selection process has been based upon professional observation and experience rather than on the results of systematic research.

As vocational education programs expand within the total educational system, this problem becomes even more critical. First, individuals with broader backgrounds are needed in greater numbers. Second, we need individuals with new capabilities, such as the ability to relate to the disadvantaged. These desired capabilities may have been developed outside the field of vocational education, such as through the social sciences or special education.

Therefore, one of the traditional practices that needs to be changed is the recruitment of graduate students only from our traditional service areas. Consideration must be given to more broadly-based talent pools than have been considered in the past. Furthermore, we need individuals who are committed to the integrated concept of vocational education rather than those who perceive vocational education in terms of their narrow service area orientation. They must possess characteristics which will enable them to function in the expanding role of vocational education. We do not know at this point how these characteristics and qualities can be assessed at the entrance level. We do believe, however, that they are critical factors and that ways must be found to identify and assess them.

Conclusion

The coordinated and integrated program, as presented, has dealt primarily with the preparation of professional personnel for vocational education. However, in the expanding role of vocational education in the total education system, the in-service development of professional personnel who are being asked to assume new responsibilities is a challenge that has not been dealt with effectively. New strategies for personnel development must give careful attention to the needs of practicing professionals, whether they teach or serve in a specialized non-instructional role.

For those individuals who are presently enrolled in advanced programs and for those who will enter the programs of institutions which provide coordinated and integrated experiences, the problem should not be as critical as it may be for older professionals, since there has been a noticeable lack of systematic and planned activities related to the upgrading of the competencies of professional personnel in vocational education. Only a few experiences structured for the upgrading purpose have been provided during the past several years by the Center for Vocational and Technical Education through specially-designed workshops and seminars. Other isolated programs may have occurred in the several states; however, there have been too few organized efforts to provide systematic updating of the competencies of the practicing professional who moves into new leadership responsibilities, especially in non-instructional roles. There is a need to be met in this area, and this need becomes more acute every day as the role of vocational education expands in the total educational system.

We cannot continue to let the need for professional personnel in vocational and technical education be met in a haphazard way. The challenge for us is to establish systematic means by which professionals in vocational education who carry out non-instructional roles can be effectively prepared and upgraded.

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REACTION TO THE INTEGRATED APPROACH TO PROFESSIONAL PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION

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Introduction

Dr. Miller has shared so many good ideas and provocative possibilities that it is difficult to take issue with many of the individual points. Therefore, I would like to react in two related ways:

(1) To selected individual ideas and issues I believe I heard and/or read.
(2) To the overall concept of the "integrated approach to personnel development in vocational education."

Reaction to Selected Individual Ideas

A. *The "teacher" as the basic concept in personnel development.*

Dr. Miller recognized and noted at the outset that the basic concept in personnel development is the teacher and the teaching-learning transaction. In the midst of modern technology, the stress upon planning, systems analysis and the computer syndrome, we often forget the role of the teacher in leadership development and promotion. We also often forget that leadership is a product of the situation, the social system and the personality, in addition to the training; and it arises from almost every educator at one time or another. I am often reminded of the sobering words of Art Guiterman, who must have sensed the real meaning of excellence in teaching and leadership:

"You may boast of your age and your ivied walls,
Your great endowments; your marble halls,
And all your modern features,
Your vast curriculum's scope and reach
And the multifarious things you teach—
But how about your teachers?

No printed word nor spoken plea
Not all the books on all the shelves,
Can teach young hearts what men should be
But what the teachers are, themselves.
For education is, making men;
So it is now, so it was (then) when
Mark Hopkins sat on one end of a log
And James Garfield sat on the other."

B. *Across-the-board leadership*

We must agree with Dr. Miller that many of our traditional, highly specialized programs of teacher preparation have been too narrow to afford adequate preparation for across-the-board leadership roles such as local directors of vocational education. We have had some programs which have been broadly based, but we need a more general approach in vocational and technical education. I would offer a caution, however. Putting together three, four, five or any number of narrow, unproductive, ineffective programs will not guarantee one overall, general effective leadership development program. We may have one efficient but highly ineffective leadership development program. I suspect that a truly effective leadership development program is much more complex and difficult to come by than bringing together what we now have; Dr. Miller has alluded to this probability several times.

Dr. Miller suggested a second problem with respect to the traditional preparation program for leadership in vocational and technical education, i.e. the turning out of a single type of leader when the field really requires teacher educators, administrators, supervisors, researchers and curriculum specialists. This problem certainly appears to merit our careful study and consideration. It may be that the differentiation of preparation program we need can be accomplished by taking advantage of the special competence and expertise developed over the years in the service areas — cooperative education, career education, leadership development, management, adult education, competency-based instruction, education for the disadvantaged, research and evaluation.

C. *The role of the vocational leader*

As Dr. Miller discussed the case for a more integrated program of personnel development in vocational and technical education, he suggested that reality be considered with respect to the role of the vocational leader. He suggested that there is a lack of certainty with respect to the competencies needed by vocational education leaders and an absence of concensus with respect to the types of leaders we need to prepare. We do appear to be somewhat stymied by the lack of clear leadership training goals and objectives, and lest we become like the so-called "Master Teacher" of the "Great Depression" years, we need some substantial research and creative thinking on this situation. When asked, "Do you teach the world is round or the world is flat," the Master Teacher who was hard-pressed for a job in 1929 was said to have replied, "I can teach it either way!"

Reaction to the Over-all Integrated Approach

My reaction to the over-all integrated approach is one of support with caution. I support it because I sincerely believe we can enjoy more effective programs of leadership with a unified input from all service areas. We can also enjoy a more efficient operation. We can build a more wholesome and conducive climate for leadership development. We can also promote greater support for vocational education generally and utilize all of our many resources more efficiently.

I feel we must exercise caution, however, because there are a number of truly outstanding accomplishments in vocational education which we must maintain. We need not settle for a loss of specialized program identity and clientele. An integrated approach does not have to be an "either-or" proposition. In a democracy we are said to have a "full measure of freedom" and a "full measure of control" all at the same time. Why not a "fully integrated program" and a "program of specializations," too? I believe we can have the best of both worlds and reduce the worst of each at the same time.

To accomplish the integrated approach while not losing identity of the services, I suggest we keep in mind four steps or elements:

(1) Selection and development of a central corps of faculty to teach and/or provide services in specialized and generalized across-the-board courses and/or activities.

(2) Selection of some promising students from closely related areas outside of vocational education.

(3) Continual development and testing of models and/or techniques for the integrated approach.

(4) Maintenance of both specializations and general approach until we're convinced there is a more viable alternative.

REACTION TO
THE INTEGRATED APPROACH TO PROFESSIONAL PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION

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Introduction

Dr. Wilbur Miller's address provides a powerful case for an integrated approach to personnel development in vocational education. While I find it very difficult to disagree with the overall concept of an integrated comprehensive personnel development program, I feel that some of the premises upon which such a program is developed should be tested.

It is difficult to disagree with some of the terms used by proponents of an integrated program. These terms include such phrases as "broadened perspectives" and "integrated experiences". All leadership personnel need broadened horizons. Broadened perspectives are an essential feature of imaginative educational leadership; however, one should be cautious in assuming that the orchestration of graduate courses and curriculum can accomplish this leadership chracteristic. The integration of concepts and skills to develop new applications is one of the highest orders of learning — certainly a goal in leadership development programs. The question is, how does one achieve the best mechanism for accomplishing this goal?

Questions Raised

Dr. Miller's paper raises certain other questions. It suggests that prior to 1960, graduate programs in vocational education were highly traditional and specialized in vocational service area content. It further implies such a program cannot effectively prepare persons who can generalize to other functional roles. This is not true. As one looks at the majority of state and national leadership in vocational education today, one observes that these leaders were prepared in such "traditional" programs. Perhaps the ability to integrate concepts and broaden leadership perspectives is a function of personality variables rather than specific graduate program design.

The integrated program model argues for broad knowledge across all traditional vocational service areas, with depth preparation in certain functional roles. This might be viewed as a matrix with the traditional service areas as the columns of the matrix and the functional roles (e.g. curriculum, research, evaluation and planning, administration, etc.) as the rows. It is then suggested that learning and specialization in the functional areas or skills in one of the rows (which cuts across the vocational service areas columns) is the key element in training enlightened leadership. In this way specialization in a vocational service area is avoided. The paper further suggests, however, that a student's specific needs must still be met by identifying certain competencies (within the cells of the matrix) and building a program to meet these needs. If this is true, we find ourselves on the horns of a dilemma. If a student's program is planned across all of the service areas or all of the functional areas, the training may be too broad to produce a marketable product. However, if a program is built upon some specific cell in the training matrix, the program may be too specific to provide a marketable professional. The point is, a decision must still be made to make a program narrow enough to prepare a marketable professional — whether this specificity leans toward a functional role or a service area.

Dr. Miller endorses the concept that a background of experience in vocational education is unimportant for one to be effective in a functional role in vocational-technical education. I believe this idea must be tested. If it is true, perhaps vocational teacher educators have no real place in graduate education at the doctoral level— except as support personnel in functional departments of teacher education such as educational administration, research and evaluation, curriculum and foundations, etc.

As long as the keynote speaker is operating without a research data base upon which to build his case for an integrated program, perhaps it would be equally fair to entertain the following possibility. This possibility is that the interdisciplinary "matrix" approach to professional personnel development in vocational-technical education may be an idea made attractive through the support of federal funds. Furthermore, it has gained momentum and is now traveling by means of its own inertia, with an occasional financial transfusion through the U.S. Office of Education. As a pragmatic scholar one might ask himself, "Where is the research data base showing the superior performance of students trained in such a program?" Perhaps the benefits are in the administration and management of university faculty and resources rather than in the performance of students. In any event, there is a clear need for rigorous research in this area and a need for reliable data upon which to judge "traditional" programs and build new programs.

Educational development models might generally be classified in two ways. The first general model begins with an idea; the idea is then funded and operationalized. After being operationalized, evaluation data is collected to modify the program under development. In effect, this is the model which "builds the airplane while in flight."

The second general, and more traditional, model also begins with an idea. The idea is then pilot-tested on a limited basis. Research data is collected during the pilot test. If the pilot test is feasible, the development is then funded for broader field test, revision, and then dissemination. The history of the U.S. Office of Education and Federal government is replete with examples of differing opinions among its many bureaus and agencies concerning which is the most effective model. The concept accompanying the national endorsement of the integrated approach to professional personnel development seems to be evolving under the first model. Therefore, let us now test that concept.

At the outset of Dr. Miller's paper it is suggested that the basic unit of professional education is the teacher. I would submit that the basic unit of professional education should be the student. The teacher might be the basic unit from an administrative point of view; however, the student should be the basic unit from a learning-interaction point of view. The important dimension of personnel development is the performance of the student, not the mechanism by which the student is trained. The ability of the student may be independent of the campus organization and, in certain cases of individualized, performance-based teacher education, may be independent of the teacher.

Conclusion

Perhaps the various philosophies concerning approaches to professional personnel development may be best illustrated by the story about three young men who were in a country store, vigorously arguing about the merits of their different churches. To settle the argument, they asked an old timer for his opinion. After some thought, the old timer replied, "I look at it like this. There are three roads to town; one short, one long, and one through the swamp. When I get to town with my load of corn, the man doesn't say 'Mr. Crawford, which road did you come by?' He says, 'Mr. Crawford, how good is your corn?' "

REACTION TO THE INTEGRATED APPROACH TO PROFESSIONAL PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION

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Introduction

I agree wholeheartedly with Dr. Miller's basic ideas regarding personnel development in vocational-technical education. We do have an obligation to educate personnel for the diversified positions they may ultimately hold. We can no longer view personnel development through eyes limited by tunnel vision. In Kentucky we have a regional concept for supporting services in education. At the state department level, task forces organized across service area lines are charged to plan and implement specific broad phases of the program. I would agree with Dr. Miller that the most efficient and effective method for achieving these objectives is through integrated educational programs at both pre-service and in-service levels.

Significance of and Need for Effective Programs Of Professional Personnel Development

Vocational-technical educators must see themselves as an integral component of the total educational program rather than as isolated islands unto themselves. Inter-disciplinary classes taught by experts in each subject area would be one method of accomplishing this. Educational programs and classes designed for all vocational educators would result in an "esprit de corps" and the sense of solidarity which we must have to survive in the "climbing for dollars" game in the educational funding arena.

Vocational-technical education subject matter is constantly changing. This presents teacher education with a monumental task of in-service training. At the present, each service area should be vitally concerned with metric education, because metrication will affect our knowledge, our teaching techniques and our curriculum.

I still seem to be meeting a significant number of guidance counselors who have little or no training in vocational guidance. There are far too many school programs which feature academia as the epitome of all that is good and glorious, and thus the answer to all educational needs. In my opinion, one of our greatest challenges lies in the general area of guidance and developing personnel with expertise in vocational guidance.

There are many commonalities within our service areas. For example, the principles of working with our youth groups are the same from organization to organization. We *must* first identify these commonalities and then the various means for personnel in each subject area to become knowledgeable about them.

Dr. Miller suggested that we might recruit graduate students from fields other than our traditional service areas. I am not sure I agree with this. If vocational education has some "thing" that is unique to it, shouldn't a person come through an avenue of this uniqueness in order to appreciate the challenge and rewards of being a vocational educator?

We must place increased emphasis, at the pre-service and graduate levels, on the research component of vocational-technical education. Students must know how to read, analyze and utilize research findings. Graduate students must be proficient in using research tools to solve a multiplicity of types of problems.

Conclusion

The development of leaders for vocational-technical education programs is a must if we are to progress and meet the challenge of ever-increasing programs. We must work together as a team. EPDA programs give us our first taste of the rewards of such an effort.

DECISIONS AHEAD FOR MAINSTREAM EDUCATION

Delivered by:
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Introduction

Any query of persons connected with education today will reveal that the "Good Ship Education" is in deep trouble. Critics from without are firing salvo after devastating salvo on the field of education with unerring accuracy through litigation, parent lobbying and restrictive legislative action. Educational critics from within appear to be so actively engaged in the act of self flagellation that oftentimes they may fail to view the shortcomings of their proposals as well as fully understand the consequences of their actions. Yet, in the midst of all these currents and countercurrents, trends and fads, educators seem determined to move toward the mainstreaming of exceptional children who are, or have been, in segregated special classes.

As decisions concerning mainstreaming, or conversely non-mainstreaming, whirl around in our profession, it would appear that at this time we should ask ourselves the what, who, why, how and when questions. That is to say, we must define or determine what mainstreaming is, who will be mainstreamed, or who will be better served by being mainstreamed, why these specific individuals will be mainstreamed, how this mainstreaming can take place, and lastly, when this mainstreaming will occur or not occur.

Questions About Mainstreaming

What is mainstreaming?

In an effort to define mainstreaming, let us look at how authorities view this concept. Beery (1974) stated that mainstreaming consisted of two distinct components, "Philosophically, to me mainstreaming means the valuing of human differences .... It means that heterogeneous grouping is more growth promoting, both academically and in the qualities that make us human, than is homogeneous." Beery further stated that "Programmatically, to me mainstreaming means a continuum of services with a conscious, monitored thrust to include everyone as much as possible (in terms of each person's welfare) with everyone else." (p. 1-2) Martin (1974) believed that mainstreaming included "increasing the positive interactions between handicapped and nonhandicapped learners." (p. 1) Chaffin (1974) wrote that mainstreaming (as it related to the retarded) is a combination of "alternative educational programs ... characterized by the retention of the mildly retarded child in the regular education classroom with supplemental instructional support being provided to the regular classroom teacher...." (p. 1) Considering these views and others, we have concluded that mainstreaming predominately includes all the types and varieties of mildly handicapped children, i.e., slow learners, learning disabled, emotionally disturbed, borderline retarded, or whatever. These mildly handicapped individuals are to be served in the regular education program as much as possible, so that the child can gain socially as well as academically from this situation. Moreover, the mildly handicapped child has the greatest chance of achieving academic success if this mainstreaming effort is coupled with one to one or small group instruction in such areas as reading and math. Unfortunately, most regular classroom teachers have not been trained to cope with children in need of remedial attention, let alone adequately provide them with remedial educational services. Even with trained personnel, remediation is a difficult process to carry out where twenty to thirty children are involved in one classroom. Yet, in spite of the complexities, mainstreaming does seem to be a viable alternative for educating mildly handicapped learners.

Who should be mainstreamed?

As previously mentioned, various types and varieties of mildly handicapped pupils can benefit from mainstreaming when it permits, encourages and hopefully facilitates social and academic growth. This statement is made in light of a literature review of the efficacy studies of special class placement versus regular class placement which found that, generally, special classes seemed to promote social growth, whereas regular classes facilitate more academic progress. While it appears that we are moving from segregated special classes to placement of these pupils in regular classrooms under the assumption that the above mentioned efficacy studies have indicated that this was the correct action to take (at least academically), nothing could be further from the truth. For reasons that will be discussed shortly, the monolithic field of education apparently is moving toward mainstreaming, not because of the appropriateness or inappropriateness of previous educational placements, but more so because of pressure from outside the field. The truth of the matter is, the answer to the question of who should be mainstreamed cannot be directly or specifically answered because of a lack of any concrete data. However, generally speaking, those students that can and do benefit from mainstreaming should, of course, be mainstreamed while those who benefit best from segregated, specialized classes, should be allowed services that cater to their needs. To date, little or no evidence indicates what student benefits most from which program.

Why mainstreaming?

There are several reasons that might be given for mainstreaming pupils, and among them are: 1) reactions against labeling, 2) litigation, 3) reactions against culturally-biased tests and unqualified test administrators, 4) possible social and academic benefits and 5) better trained regular classroom teachers. Labeling, or more correctly the effects of labeling, like so many issues in education, has never been clearly resolved. Since this issue was not resolved by educators, parents and parent groups moved the issue to the arena of the courts to determine the proper and improper usage of specific labels. The courts, referring to a precedent set in *Wisconsin vs. Constantineau* (1971), have basically ruled in favor of the parents and child against labeling.

While one may view the previous statement as an oversimplification of the matter, we do not believe this is the case. It is without question that it is becoming easier and more commonplace for parents and parent groups to sue school districts and to win these suits. Several of the reasons that many of these cases are lost by the school districts in question are: the child was not given a "due process" hearing when he was placed in a special class, the cultural biasness of the tests used for placement, and in some cases, many of the test administrators were not qualified or certified. School administrators no longer debate the labeling versus dyslabeling issue, for the court decisions are considered fact; the resulting action is a deemphasis of labeling and an emphasis toward mainstreaming.

As you can see, the reasons just given for mainstreaming are basically legalistic. What then are some purely educational reasons to place a child in the mainstream of education? One very pertinent reason to mainstream a child is the fact that there are now better trained, regular classroom teachers in the profession. These teachers possess more versatile skills which lend themselves to the facilitation of social and academic growth. Additionally, there is a hope that both parties, handicapped and nonhandicapped, benefit from seeing, sharing and teaching one another.

How to mainstream?

We wish we could point to some awe-inspiring plan and say that this or that is the way to mainstream; however, no such Utopian mainstreaming plan exists. Lilly (1971) have put forth his "zero reject model" for mainstreaming; Chaffin (1974) has reviewed other models for placing pupils back into regular educational settings. While some of these models have been relatively successful, and others less so, no model for mainstreaming has been shown to be inherently better than any other model. The "cascade of services" ellucidated by Deno (1970) provides some very good ideas about how much or how little service a particular child should receive. Once again, however, no one at present knows exactly how these services are to be dispatched to a child in a given educational setting. There are simply no hard and fast answers that presently exist for getting a child into the mainstream. Unfortunately it is not at all uncommon to matter-of-factly move the mildly handicapped pupil from his special class and place him/her directly in a regular class. Administratively, this is the easiest thing to do, but it is probably not educationally the most sound. In a recent study of returning EMR's to the regular classroom, Haring and Krug (1975) asserted that these returning EMR's must be socially and academically prepared for re-entry. This study is a step in the right direction, for it begins to provide hard data related to decision making about re-entry. In other words, this study tells us that we should take this child who was judged "high risk" (that's why the child was in a special class) and provide him with intensive training so that re-entry into the regular educational setting is smooth and effective. Smoothness and effectiveness are the watchwords here, for without these two things the child's chances for success are greatly reduced.

When to mainstream?

Any school system that seriously contemplates mainstreaming should make sure it has considered the preceding questions before any children are precipitously moved from one educational setting to another. As soon as these questions have been answered rationally and logically, then the *when* question may be considered. One more set of variables must be taken into consideration before we have a *fait accomplit.* This last, and very crucial, set of variables pertains to the regular classroom teacher's readiness to accept and effectively deal with the incoming student. We cannot assume that, because mainstreaming appeals to and hopefully will benefit a child, any teacher will accept the newcomer without question. Teachers must be prepared so they can in turn prepare their students and the classroom setting for the prospective student. To ignore or ramrod a child into a classroom is to invite disaster.

Trends

Now that we have considered the what, who, why, how and when questions of mainstreaming, we may proceed to other concerns. Possibly we have removed a few obstacles from the path of integration, only to discover that there are perhaps other obstacles below the surface which may be just as large as the ones previously dealt with. An analogous situation would be the destruction of a floating iceberg and the subsequent discovery that there exists a mountain of ice below water level. It has been our experience that certain trends seem to develop or should develop parallel to mainstreaming, and it is our contention that these parallel trends are the issues and concerns that educators sometimes fail to adequately grasp before the order is given to proceed "full speed ahead."

One trend seen developing with mainstreaming efforts is the conduction of more inservice programs for teachers in the field. The rationale behind this move is: if a teacher is kept up to date concerning the results of the latest research, is made aware of the implications of this research for his/her particular situation, and is shown methods which are working for other teachers, then this teacher will be more receptive and, with training, a more efficient and effective teacher. Inservice training must be of at least two types: a) awareness and b) skill training. Awareness training develops receptivity to the concept of mainstreaming and a willingness to undergo specific skill training to assure greater chances of success for re-entering students.

Another trend evolving at the same time is the movement to use former teachers of self-contained special classes in supportive roles. Many of these teachers are now called diagnostic-prescriptive specialists, teacher strategists, etc. In the ongoing movement of general education, we view this reclassification of former special education teachers as being essentially positive. However, there are at least two possible problems which may develop because of this reclassification. One possible problem is the question as to whether we have just stuck a new label on these teachers, or if we actually have a new kind of teacher. If these former special class teachers have received no further training to develop new skills for dealing with their new roles, then they have only been given a new cosmetic label; little will have changed, the only game in town will be played the same old way. On the other hand, let us assume that we in fact have new teachers and not just old special educators with a new name. What, then, will be the role of these teachers vis-a-vis the mildly handicapped learner and the regular classroom teacher? The trend seems to be developing whereby these diagnostic-prescriptive specialists start off diagnosing children and subsequently writing up educational prescriptions for these children.

Now enters the second problem to which we must address ourselves. This problem concerns itself with the resistance to the newly-created role of the diagnostic-prescriptive specialist among general educators. Resistance by the regular classroom teacher is usually demonstrated by such actions as refusal or inability of the regular teacher to implement the prescription of the specialist, or by not providing feedback to the specialist concerning the relative progress (or response to the treatment both positive or negative) of the pupil who has been diagnosed, etc. So in the end, oftentimes, the strategist retreats to an office somewhere in the school and works with a small number of children instead of working with teachers to help them improve their skills in working with children. This is a serious problem and must be dealt with before the diagnostic-prescriptive teacher is forced into the role of an ineffective junior psychometrist.

A third trend that we see is the major emphasis being placed on services for all mildly handicapped pupils, irrespective of former labels. This trend helps lay to rest the categorization-noncategorization controversy. This controversy may become a dead issue since the newly placed emphasis is on *all* mildly handicapped children. Presently, mainstreaming is being advocated for all mildly handicapped children and if this movement proves to be beneficial, legislators will no longer have to worry about the in-fighting among educators concerning which group with which label will get what money. These legislators will be able to fund programs across categories and thereby reduce the restrictive educational legislation that is being passed now.

Stereotyping and Exceptional Individuals

Regarding the matter of trends developing concomittantly with mainstreaming, perhaps a brief look at the history of education and its impact on exceptional individuals will provide us with some thoughts for reflection as discussion of this matter is brought to a close. Probably from the time of the first different or exceptional individual — this is certainly true today — educators have tended to treat these individuals in a stereotyped manner. Historically, educators have sought the answer for effectively dealing with anyone who was not normal or average and to date *the* method, the cure, the panacea, has not only escaped our grasp, but also probably doesn't exist. No one way works for everyone.

If we are not careful, the same process of stereotyping and categorizing learners and the pursuit for *the* cure will occur as we move pupils back into mainstream education. Mainstreaming works for everyone. While a building-by-building effort to mainstream may be too slow and not seen by practitioners as realistic, neither is wholesale adoption of a mainstreaming plan that has worked for one particular school system necessarily the answer for all others. What then are we to do? At this juncture we answer the question with another question, what would another profession or business do in a similar situation? Possibly the understanding of the selling of hot dogs by a fast food industry might provide some insights. People in this industry have asked themselves how they can prepare and move hot dogs from their refrigerators, to stores, and ultimately to the consumer efficiently and effectively. In order to arrive at a profitable solution, the fast food industry reduced this global question into several problem statements. Without going into all the details, the results of studies made on consumer habits in purchasing hot dogs revealed the following: 1) brown hot dogs sell better in the North, whereas red hot dogs sell better in the South, 2) most hot dogs are sold after twelve, but before three in the afternoon, and 3) most hot dogs are sold at sporting events. Clearly then, if one wanted to have the maximum potential for selling a hot dog in Switchback, Tennessee, he would offer for sale a red hot dog during the hours between twelve and three and probably at a football game or the like.

Implications

What then are implications of this example for educators? Some implications of the above example are that we must carefully appraise our particular situation and determine what is best for mildly handicapped individuals. This utlimately means we must turn to post-school adjustment. We cannot, and should not, ignore the educational consumer. It may be helpful to know what is selling, when and where. Then the next issue is how do we best prepare the product and what means best facilitates the delivery of the goods. Since decisions are made contingent upon certain facts, anytime these facts are altered, decisions should be altered. If brown hot dogs stop selling, can the vendor who wants to make a profit keep selling brown hot dogs? We think not. Likewise with educational consumers. If mainstreaming proves unfruitful, other alternatives may need to be sought and found. This seems to be what happened with self contained classes; at the time, they seemed rational and logical, just as maintreaming does today. After mainstreaming, what? We hope this question never has to be answered.

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THE DECISION MAKER OF THE FUTURE

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Introduction

This presentation might also be titled "Some suggestions on how to approach the problem of decision making that will more often result in poor, ineffective or irrelevant decisions, yet leave you looking like a loyal, dedicated, hardworking vocational education leader."

Why the negative approach? Why not accentuate the positive, as a popular song several years ago suggested or, as many books suggest, think positively. A state director of vocational education made a talk at a state conference of vocational teachers following these positive thinking ideas when he told the teachers in all seriousness, "Look at your problems as challenges!" That's what you call "clicheing your troubles away."

Remembering this vocational education leader and others through the years was one reason for my taking the negative approach. Of course, as you can guess, I am more nearly an expert on making poor decisions. Let's face it, I hold some pretty strong credentials as a poor decision maker. For example, in the field of economics, particularly financing, I have an almost perfect record of failures. My short but sad fling in the stock market is a good illustration. To make sure that I made good decisions, I enrolled in a course on investing. That was my first mistake. Not only did I waste the fee for the course, but I was also taught by a stock broker who makes his living off commissions for selling to suckers like me. Thinking that I would follow the old vocational motto of "Learning to do by doing", I joined an investment club. That was my second mistake! Never again do I throw my money away by popular vote. I'd rather do it myself! (I would have done better to have taken a correspondence course from George Weigers. Or would that have been my third mistake?) By the way, if any of you want to buy a few shares of stock real cheap, I will be glad to sell you some of my Penn Central. You can't get anything cheaper than that!

I could give many more examples in several fields, but you can take my word for it, I am fully qualified to talk about making poor decisions. So let's get on with the discussion of the key points in becoming an ineffective, irrelevant decision maker.

Key Idea Number 1

Ignore the theories and processes of decision making, assuming that the right decisions are made by the right people at the right time.

This is such an important key to becoming an ineffective, irrelevant decision maker that you may not even need to develop any further abilities. Stick with this one and you'll go wrong most of the time. If you develop the "Great White Father Complex" to go with this key idea, you are sure to remain a poor decision maker. However, in the process, you might become a favorite of a paternalistic dean or director!

When I speak of theories and processes of decision making here, I am not referring to a sophisticated systems analysis type of approach, but more nearly the old problem-solving approach. One of these has four phases:

1. *Define the problem.* What *is* the problem? What are the critical factors? What are the time factors? The tendency is to look for an answer before identifying and clarifying the problem.
2. *Defining expectations.* What will be gained if and when the problem is solved?
3. *Developing alternatives.* There must be more than one way. What are the advantages and disadvantages of each alternative?
4. *Knowing what to do with the decision after it is reached.* How is the solution to be implemented? What is the plan of action?

This simple problem-solving approach will not guarantee that every decision is perfect. But to ignore these steps will likely result in a poor decision, unless you are lucky. Remember that every decision involves risks. The best that one can do is to plan for the best balance possible toward the achievement of the desired goal.

Another suggestion for becoming an ineffective and irrelevant decision maker is in timing.

Key Idea Number 2

Become so deliberate in your decisions that you become indecisive.

This is a very respectable trap. In fact, a lot of people will think that you are a good decision maker if you take lots of time. But the amount or length of time has little to do with the effectiveness of the decision made. Professor Ernest Dale, Wharton School of Finance and Commerce, University of Pennsylvania, suggests that indecisive, unproductive decision makers can be classified as receptive, exploiting, hoarding and marketing.

The receptive type likes to have all prior work done by others with a suggested alternative for him/her to agree to. The exploiting type will expect a subordinate to feed him ideas on which decision to make but let him get the credit. The hoarding type keeps all decisions in his hands. He is also likely to be very secretive. The marketing type sees everyone, including himself, as a commodity to be exchanged. Such decision making gives little consideration to values.

All of these types, suggests Professor Dale, are unproductive decision makers. So if you want to be one of these, follow his suggestions and become indecisive.

Now, let's turn more specifically to the decision maker in vocational education. Where will the decision maker of the future have an opportunity to make wise decisions or to flub-the-dub?

The first area that I want to mention is really an application of Key Idea #1. I refer to theories of vocational development and occupational choice. If you want to become an ineffective, non-productive, irrelevant decision maker, here's another approach.

Key Idea Number 3

Ignore all of the theories of vocational development, vocational maturity, occupational choice and career patterns.

We have vocational education leaders today who are doing well with this key idea. Apparently, they feel that none of these apply to vocational programs, that they will go away, or that these things apply to something called career education. My interest, they say, is in Business, Distributive Education, Home Economics, T & I, Agriculture or some other vocational program. Well, let's take a closer look.

It is good to see that Dr. Donald Super is on your program tomorrow. This proves that you decision makers who decided on this program do not fall into my category of unproductive, ineffective and irrlevant! I was fortunate to become acquainted with Dr. Super's work and, later, with him personally when I was at North Carolina State through a mutual great and good friend, Roy Anderson. Long before the concept of career education gained national recognition through the former U.S. Commissioner of Education and others, Dr. Super and his associates were developing ideas on vocational development and maturity and field testing these ideas over a period of time. I hope that Dr. Super will share some of these experiences with you tomorrow. The theories developed in these processes are examples of productive decision making.

In more recent years, Dr. Super and others have studied decision making in career development in many areas. One of the more dramatic of these, I think, is found in the reactions of adults to crisis situations when jobs are lost. Some of these studies indicate the ways in which coping mechanisms are developed in response to the crisis situation.

It seems to me that these things have much to say to the decision maker in vocational education. Some of our present leaders do not seem to think so.

Another area in which you can easily practice ineffective, unproductive, irrelevant decision making is not new, but is a continuing concern of any thoughtful leader in vocational education. This is the role of vocational education in the total education program. Where does vocational education fit in the big picture of education in our society, and for a given individual? With jobs more scarce right now than in the past several years, the discussion may be easier with more people, but answering the question is not necessarily any easier.

The fact that this raises some philosophical questions causes some vocational educators to dodge the issue or feel that those questions are for someone else to decide, e.g., a dean, a superintendent or someone else. But when they do we don't like their decisions! So in keeping with our negative approach, let's state my position as:

Key Idea Number 4

Assume that everyone knows how important vocational education is in our school systems and that enrollment in the vocational programs will be done for the greatest good to the most people.

Don't you believe it! As you know, there is considerable research evidence that placement of graduates of many vocational programs leaves much to be desired. Further study is needed, however, to clarify reasons for wide variations in the placement figures. Enrollment procedures on one end and placement procedures at the other end, as well as some vocational programs, may need overhauling.

It appears to me that these matters should not and cannot be left entirely with vocational people and programs. The school has an important role. But it (the school and its administrators) needs all the help it can get in these areas. Certainly you should be involved in future decisions as the school moves to more interest and action in the placement of students for jobs, because they have taken pride in those going on to college.

In the meantime, may I make a plea to you as a vocational educator in your particular area of work? Try to see beyond your own area, not only in other vocational areas as stressed in this countenance, but in general education as well. For example, if you are a vocational teacher-educator, I can assume that you are an experienced vocational educator in a given field. But it would not be safe for me to assume that your professional interest and concern went beyond that. Let me illustrate. Recently I suggested to a group of vocational teacher-educators that we should become active with the Association of Teacher Educators, that such participation would help us and that ATE needed our participation. At the break, one of the young vocational teacher-educators with a doctor's degree from a prestigious university wanted to know what the Association of Teacher Educators was. He was also not familiar with the *Journal of Teacher Education*. I suggest that this is an indication of "stickin to our knitten" a little too closely. I wondered how well he worked with other teacher educators back at his university.

Specific Vocational Programs

Finally, I come to the decision making within the vocational family. It is very tempting to skip this one. If I have any friends left in the audience, here's a chance to lose some of them.

I refer to the specific vocational programs of Agriculture, Business and Office, Distributive Education, Health, Home Economics, Industrial Arts (in some states), T & I and Guidance (in some states). To be safe, I'll follow the approach used by the American Vocational Association and add a category called "New and Related Areas" to take care of any not included above. By the way, the AVA found that the divisions reflecting the specific vocational programs are here to stay. Efforts to develop a departmental structure cutting across divisions, thus having less time for division programs, was not accepted by the membership.

In a similar manner the U.S. Office of Education greatly reduced or eliminated the special program areas. This pattern was followed by some state departments in divisions of vocational education. Reasons for such shift in emphasis vary, but usually include better coordination. Separateness in each program area is often given as a major reason for reducing specialized personnel or eliminating the program entirely.

These matters call for some philosophical thinking as well as some practical questions. For example, if you argue that there should be no separateness or "doing their own thing" in any of the program areas, then how can you argue for special consideration for vocational education within the educational enterprise? This leads to another key idea for you if you want to become an ineffective, unproductive, irrelevant decision maker. It is doubled-barreled.

Key Idea Number 5

Take either of two extreme positions. Assume that your special program area (Agriculture, Home Economics, etc.) is the really important *area of vocational education and could pretty well do the whole vocational job. Or, on the other hand, assume that the program areas only fragment vocational education; therefore, let's eliminate them and be one big happy family with one homogenized vocational program that will meet the vocational needs of everyone.*

If you take either of these extremes, I believe that you are pretty certain to become a poor decision maker in future issues on vocational education. I believe that one of the challenges of the future will be the role of specialized program areas, up-dated to meet modern needs of people. The special program areas are the strength of vocational education. At the same time, a blind adherence to the old program area based on past successes can become a major weakness of vocational education. It seems clear that the solution lies in the direction of making sure that the special area programs are educationally sound. One of the tests is whether those enrolled in such programs are growing and developing in their own career patterns. Thus fulfilling the AVA theme for this year, "Vocational Education for Productive Careers", I'd like to close on a personal note. It's about a sense of humor.

Key Idea Number 6

Assume that as a vocational education leader you have the whole world, at least the vocational world around you, on your shoulders. Therefore, there is no place for the light touch around here. This is very serious business.

This is sure to lead you down the dismal road to despair, because others will not see that every little thing is as important as you do. You will find that you cannot cope with even little problems because there are no little problems. They are all BIG and IMPORTANT problems that must have your individual, undivided attention. In fact, you will take a stuffed brief case home with you at night to be sure that you give the problems the personal attention that they deserve. With this approach I can assure you that you will be out of focus with the big picture needed for sound educational programs. Furthermore, you will kill off any intiative that your co-workers might have, since they will learn that the thing must go whichever way you think it should go because you have spent so much time on it.

On the contrary, I'd like to suggest that a sense of humor is necessary and essential for facing the day's problems and making effective decisions.

A SENSE OF HUMOR*

(A Coping Mechanism)

A sense of humor is described by Harvey Mindess as a cluster of qualities which characterize the following frame of mind:

Flexibility - An individual's willingness to examine every side of every issue and every side of every side.

Spontaneity - One's ability to leap from one mood or mode of thought to another..

Unconventionality - One's freedom from the values of his time, his place, and his profession.

Shrewdness - One's refusal to believe that anyone — least of all himself — is what he seems to be.

Playfulness - One's grasp of life as a game, a tragicomic game that nobody wins but that does not have to be won to be enjoyed.

Humility - That elusive quality which helps one smile at his own naive approach to a problem situation.

Insight - Enjoyment of the ironies that permeate our lives.

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*Adapted from Harvey Mindess, "The Sense of Humor," *The Saturday Review*, August 21, 1971

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CAREER DEVELOPMENT THEORY: A PSYCHOLOGICAL PERSPECTIVE

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What Is Vocational Choice?

During the first fifty years of vocational guidance, the posters and leaflets designed to arouse interest in vocational counseling typically portrayed a young man or woman at a crossroads, studying road signs which pointed to several different destinations, each of these representing a different field of work or group of occupations. The message was clear: a young person arrives at a point in his life at which he must choose between a number of alternatives, a major choice point, a time for decision.

These illustrations are somewhat less favored now than they once were, for we have learned enough about vocational choice to know that in most cases there is no one great, decisive, choice point. We have learned that, instead, the choice of an occupation evolves through a series of lesser choices. Careers develop as a young person goes through the school system and into the employment system, and choices emerge from the experiences young people have and the many decisions made about these experiences, both in the world of education and in the world of work. Each of these worlds calls for certain kinds of lesser, specific choices to be made as the child or youth functions in them, and these lesser choices form a series which carries the youth in one occupational direction or another, often unbeknownst to him or to his parents.

The Importance of Career Guidance

Take,for example, one young man whose career I have studied since he was in junior high school, one of a group of several hundred whose careers it has been my privilege to watch evolve. When Alan was in 9th grade he decided that he would do whatever homework he was assigned at school, that he would not take books and papers home with him and let them interfere with peer-group activities, or with "being with the crowd," whether this meant playing baseball, lounging about the corner drug store, or going to a dance. When he was entering the 12th grade, he realized that this general decision and the many specific decisions with which he had implemented it had forced him to make several other decisions, such as to repeat Latin after failing to pass it in his first year, and to change to French after a second poor performance in Latin. It now forced him to make another, major decision: not to apply for admission to college on leaving high school, his grades being too poor. Instead, wanting to go to college eventually, he decided to enlist in the Navy and seek electronics training which might help him to get into engineering school after completing his military service. Alan did get electronics training in the Navy, he did enter college to study engineering, but he failed in that program despite long hours of conscientious study. He tried biology, and failed there in spite of a supportive wife. He then tried social studies, and somehow managed to graduate and to get a job as a high school teacher. When did Alan "choose" his occupation? He chose it gradually, as a high school senior, as an ex-serviceman, as a college freshman (twice), as a college sophomore (twice), and finally on graduating from college and seeking a job. His "choice" of the teaching of social studies evolved from a series of other choices, some of which led him into blind alleys, and some of which led him into a field in which success was possible for him.

Or take another young man, who also when he was in 9th grade made some mini-decisions of a kind that paved the way for later maxi-decisions. Bill was interested in working with handicapped people, with normal children, and with mathematics; he thought he might eventually want to be a teacher of the handicapped, a rehabilitation counselor, a social worker, a pediatrician, a psychologist, or a mathematician. It rather bothered him that he had so many possible occupational objectives and that he could not further narrow his choices. He decided to seek experiences in summer employment, part-time jobs, volunteer work, and school courses which would enable him to become more familiar with each of these fields. While still in high school he thus eliminated special education teacher, rehabilitation counselor, and social worker: a camp for the mentally retarded helped him see that he was more interested in pediatrics and in psychology, and perhaps more interested in understanding the whys and hows rather than in actually providing treatment. But mathematics still help him, too, even after he studied the calculus and computer programming. Then, in college, he made good grades on mathematics and also eliminated mathematician as a possible occupation, finding that he was interested in that field as a tool for use in research but not as a subject in its own right. Majoring in both psychology and premedicine, working on a psychological research project and as an orderly in the city hospital, by the end of his junior year he made good grades and kept on the dean's list, while finding out that he did not want to study or practice medicine, but that he was interested in combining psychology with physiology and anthropology to do research in child development. When did Bill "decide" to be a child psychologist? As a 9th grader, as a 10th grader, as a 12th grader, as a college freshman, as a college sophomore, and as a college junior. The choice was not really made; it, like Alan's, emerged from a series of lesser choices. But Bill's differed from Alan's in that it evolved from a series of planned and evaluated experiences designed to explore alternatives.

This made clear the essence of true career guidance: it is not so much help in making an occupational choice as it is the guiding of career development. It includes not just assessment, information and counseling, but also the planning and evaluating of series of experiences needed as bases for decisions. Career guidance recognizes the many branchings of a career tree, helps the student to have and evaluate the experiences basic to wise decisions at each branching point, and takes into account the determinants of choice at each of these branchings.

Multicausation

What are the determinants? It is easy to get the impression, when reading research on vocational choice, that some one determinant is all important. Just which determinant depends on what research one is reading, but this is not necessarily a reflection on the adequacy of the research. A study of the role of intelligence focuses, of necessity, on intelligence, just as a study of the importance of socio-economic status necessarily focuses on that determinant. Only recently have statistical methods been powerful enough to make possible truly multifactorial studies of occupational choice, and even now the biases of economists, sociologists and psychologists tend to make each researcher or funder of research attend much more to the determinants which interest scholars in his own field than to combinations of determinants, some of which lie beyond their ken. Thus, one well-known and otherwise very good textbook on industrial sociology very cavalierly dismisses intelligence as a determinant, and a distinguished economist equally briefly and uninformedly disposes of all of the substantial research on inventoried interests.

It is therefore important to point out, in dealing with the psychological determinants of vocational choice, that these are but one kind of determinant. The most powerful determinant of all, it has been clearly shown time and again, is social status. Important, too, is the local opportunity structure, both educational and occupational. So also are economic conditions and the state of the labor market. Social attitudes play a part; they make it difficult to decide whether to treat race, sex and physical handicaps as physical, social, or psychological determinants. A few models of occupational choice have attempted to take all types of factors — social, economic and psychological — into account. Perhaps the most useful model is that developed more than fifteen years ago by a team of specialists in these three fields (Blau, Gustad, Jessor, Parnes, and Wilcock, 1956), lost to most guidance specialists by publication in a journal which they never see, but later made widely available in Zytowski's (1968) excellent book of readings.

Psychological Determinants

The psychological determinants of vocational choice have been described many times, beginning with Munsterberg (1913), through Kitson (1925), Viteles (1932), and Paterson and Darley (1936), to more recently myself (Super, 1957) and Crites (1969) in the U.S.A. This work was paralleled in England by C.S. Myers (1926), by Earle in *Psychology and the Choice of a Career* (London: Methuen, 1933), in French-speaking Europe by Claparede (1922), and more recently by Pieron and Reuchlin and associates (1954). Spain has had its early contributors in the persons of Mira y Lopez and Germain, its later in Yela, Secadas and others, while other Spanish-speaking countries to the south of us have benefited from the contributions of Spanish pioneers such as Mira y Lopez and Del Olmo. They also have their own younger contributors, but the list of these, I am glad to say, is too long in too many countries to bear enumeration here.

Given three generations of well-known contributions to the study and description of the role of psychological factors in vocational choice and adjustment, what should be the special message of a lecture on this topic, to a conference such as this, in Anno Domini 1975?

A Theoretical Basis for Career Education and Guidance

Career education needs a sound theoretical basis. This has been provided by career development theory (Super, 1957; Super and Bohn, 1970; Jordaan, 1974; Crites, 1974). This is essentially a theory of life stages and developmental tasks, a theory of career patterns, and a theory of individual differences. These need to be considered before taking up what to expect of career education and career guidance.

Life Stages and Developmental Tasks

The stages of a career are essentially those of development over the life span. These are in some systems (Super, 1957) identified as the Growth, Exploratory, Establishment, Maintenance, and Decline Stages. Each stage is characterized by the special importance of certain social expectations that are peculiar to, or particularly important at, that stage. For example, during the Exploratory Stage the youth is expected to formulate an occupational choice, and during the Establishment Stage he is expected to implement it and make a place for himself at work, in the home and in the community. If a given task is well-handled, coping with the next task is facilitated.

The Growth Stage is one of the development of aptitudes and interests, values and needs. Interaction between the child and his home, neighborhood, and school environment results in the active development of some abilities, interests and values, and in the neglect and atrophy of other potentials which, given his glandular and neural makeup, might have become important. Relationships with people help or hinder development along certain lines; experiences with objects and then with ideas facilitate or discourage development along others. Boys have learned, in our culture, that they should be active and bold; girls have learned that they should be passive and sweet. Thus many boys develop mechanical aptitude, while girls tend to read and dance better than boys. Parents, teachers and other adults provide role models. Concepts of self as boy or girl, as mechanics or as potential ballet dancers, emerge and are fostered or discouraged. Occupational preferences in this stage tend to reflect emotional needs more than aptitude or genuine interest, and they tend either to be fixed or to change fairly often.

The Exploratory Stage begins with adolescence, although exploration itself begins in infancy as the baby examines its toes or its rattle and continues throughout life as changing people and situations require reconnoitering.

Exploration involves trying out a variety of activities, roles and situations. It may not be planned or goal-directed, but it may result in better knowledge of oneself or of the surrounding world. It may be engaged in specifically in order to find out more about an occupation that seems interesting, about a course of study that has some appeal, about a friend, or about some community problem which is challenging. It may be tentative at first, with increasing commitment. Jordaan (1963) and Super (1963) have described vocational exploratory behavior in some detail, and Pritchard (1962), Rusalem (1954), Samler (1964), Prediger (1974) and Bergland (1974) have applied some of these theoretical notions to practice. Poor exploration may be mere floundering, or even drifting, rather than systematic trial. But exploration results in the further development of abilities and interests, it confirms or contradicts the suitability of role models, it aides in the clarification of self concepts (usually making them more realistic), and eventually makes possible their translation into occupational preferences and their implementation in paid employment.

The Establishment Stage begins, as a rule, in the mid-twenties, although some people flounder or explore for as many as ten years longer and some never achieve stable careers. With greater maturity, responsibilities and experience, men in their late twenties tend to find suitable employment or to compromise and settle for the best they can find; women tend to devote full-time to homemaking at about this same time, although some continue with double-track careers and many, with or without having planned it, resume paid employment after a few years away from the labor market. During the period from age 25 to age 45 the average American man changes jobs two or three times — and even stability is only relative. Although this life stage begins several years after leaving school, it is one which should be of vital concern to career education and guidance as it is the stage into which school and college lead, and how schools prepare for it has a great deal to do with how much drifting, floundering and stagnating there is during the later school and early work years.

The Maintenance Stage begins for most people at about age 45, although for many women this age (or perhaps age 35) it is the beginning of a second Establishment Stage. It is a period in which, having settled into an occupation and often into a particular job, the individual is concerned with holding his own against younger people, keeping up with new developments, forging ahead by breaking new ground in his present or in some related field, or getting reestablished in the labor force. It can be a period of fruition or of frustration, depending upon how well the developmental tasks of the earlier life stages have been handled. The Maintenance Stage may not seem to be of great importance to a school's career education program, but having some understanding of the course of life, of how later careers unfold, and especially of how what happens in the earlier stages of a career affects what happens in later years can be assumed to be very important to getting and keeping control of one's career.

The Decline Stage, as its name implies, is one of changing, and in most cases declining, involvement in life in general and in occupations in particular. Although in some instances activity continues in the habitual roles, at the usual pace and on the usual schedule until death, for most people there is a process of changing roles or types of activities, pace of work, and hours or days of work. There is evidence (Steer, 1970) that those whose pre-retirement lives have involved occupational or avocational activities that are carried over into retirement, thus preserving continuity of roles and of life, are happiest in retirement. If this research finding were somehow put to use in career education, it could result in the more satisfying pursuit of life roles throughout the life cycle.

Positions, Roles, and Tasks

As people go through each life stage, they are expected to occupy and generally do occupy a number of different positions. Some positions are occupied in sequence, some alternately, some more or less simultaneously. Thus the positions of student, worker, and pensioner are generally occupied in sequence, but a student may hold a part-time job, or a full-time worker may be a part-time student, and a person who has been pensioned from one job may later work full-time or part-time at another job. Prior to becoming a schoolchild, a boy or girl occupies positions such as that of babe-in-arms, and after complete retirement an aged person may occupy the position of patient in a nursing home. While employed as a garage mechanic, a man may also occupy such positions as those of homemaker, husband, father, deacon and sergeant in the Army Reserve.

There are at least ten major types of roles. In the approximate order in which these roles are played to any substantial degree, they are those of:

1. Child
2. Student
3. Worker
4. Spouse
5. Parent
6. Homemaker
7. Citizen
8. "Leisurer"
9. Annuitant
10. Patient

The simultaneous and sequential nature of these roles, together with their waxing and waning during the course of the life cycle, can well be depicted as a rainbow in which the bands of color vary in width at any one cross-section of the arc, and each individual's arc varies in width as it goes from left to right with the rainbow. Near the horizon representing birth, for example, there is just one band, one role — that of child. At the other end, if life continues into the 80's or 90's, there is often again just one band or role — that of patient in a comprehensive-care nursing home. But at the peak of the career and of the rainbow representing it, there may be as many as eight major bands in a wide arc, for one person may play, more or less simultaneously, the roles of child to his aging parents, student in continuing education, worker in an occupation, spouse, parent, homemaker, citizen and pursuer of leisure.

Occupying any position means that one assumes and is given a role, that one is expected and expects to perform certain functions and to act in certain ways. Occupying an executive position imposes the role of manager of the work of others and of performer of certain higher level tasks, and in some corporations it means wearing certain kinds of sober business suits, white shirts, and relatively short hair. Occupying a university professorship requires that one carry on research, write books and tell newsmen what they want to know about one's subject, but it also permits one to wear tweed jackets and flannel trousers, turtleneck sweaters, and loafers even when in the classroom or on most lecture platforms.

Roles are prescribed rather rigidly in some occupations, such as those of corporate executives, and more flexibly in others such as those of professors at the better universities. At lower occupational levels the same may be said; for example, role rigidity is typical of mass production assembly jobs on the one hand, and role flexibility is typical of gardeners on the other hand. Roles shape people, and people shape roles, just as people choose some roles (e.g., that of lawyer) and are cast in others (e.g., that of clerk in a family store).

Theatres in Which Roles are Played.

Each type of role has a type of theatre in which it is most generally played, but it may at times be played in other theatres or on other stages. A child is still a child in grade school, with a teacher *in loco parentis*, and a mother is still a mother while at work if she has an emergency at home. The major theatres in which roles are played are:

1. The Home
2. The Community
3. The School
4. The Workplace
5. The Retirement Community

These theatres can of course be broken down into finer categories, the home having its kitchen, playroom, study, etc., and the community its public service, recreational facilities, welfare, health and other adjunct or little theatres. One could also argue for putting the home, the school, the workplace and the retirement home under the community heading, as well as for taking the other adjunctive theatres out from under the community heading.

Life Space

The varying multiple role-bands of the life cycle's arc, and the number of theatres in which roles are played, graphically depict the notions of *life space* and of *life style*. One way in which the idea of life styles can be made concrete is through the use made by the individual of the different types of theatres or life space, through the number of roles that he plays, and through the manner in which he plays them.

Career Patterns

The word "career" has two dictionary definitions and two popular definitions which are not identical. One of the incorrect popular definitions is used even by counselors when it and "occupation" are treated as synonyms, even though a person may engage in several occupations while in the pursuit of his career. This is because one of the dictionary definitions, which happens also to be the other popular definition of career, calls it the continuous and progressive pursuit of one occupation. This is a middle-class definition based on the twin notions that one must always be climbing and that worthy occupations involve ladders that take one even higher if one has the capacity and the motivation to climb. Some occupations are viewed as worthy of long-term engagement as careers because they provide opportunity for advancement: this is one of the important differences between medicine and automobile assembly-line work.

The other definition of a career, used largely by students of career psychology and sociology, is that of the sequence of positions occupied by a person during the course of his working and work-related life. This takes into account the facts that most people change occupations several times during their careers and that for many people occupational mobility is horizontal rather than vertical.

Careers have been found to include several patterns, four for men and seven for women. These are, for men, the *conventional* (some change, followed by stability, as is true of many executives); the *stable* (entry into an occupation after finishing training and remaining in it, as is true of most physicians); and *unstable*, often called serial today (alternating periods, which may be long and infrequent, of stability and of change), and the *multiple-trial* (frequent change and short periods in any one occupation). For women, the *conventional* pattern involves homemaking after a period of paid work; the *stable* pattern may involve either homemaking instead of paid work or only paid work in one occupation; the *interrupted* pattern involves paid work, then homemaking, and again paid work, and the *double-track* career pattern is the simultaneous paid work and homemaking that is increasingly common today.

Continuous careers (the conventional and stable) are most common in the skilled, clerical, executive and professional fields, or among the middle class (Miller and Form, 1951); the *discontinuous* (unstable, multiple-trial and interrupted, are most common among men and women at the lower socioeconomic levels, in the unskilled, semi-skilled, and to a lesser degree clerical and sales fields.

Career education and guidance have typically been based on the assumption that most people pursue continuous, that is, stable or conventional careers. The fact that this is not true of the majority of our population means that we have failed to meet the needs of the large numbers who pursue unstable, multiple trial and interrupted careers. Herein lies a great and generally unrecognized (Super, 1957) challenge for counselors and career educators: what should education and guidance for discontinuity, for change both expected and unexpected, seek to accomplish and of what should they consist?

Vocational Maturity

One determinant, never dealt with by the pioneers, has been studied only during the last score of years. This is vocational or career maturity (Super, 1955; Super and Overstreet, 1960). Such neglect reveals interesting assumptions made by the first two generations of vocational psychologists and counselors: the assumption that any youth or adult was ready for testing and counseling concerning vocational choice and the assumption that at some time during the early or middle teens, when aptitudes and interests have matured, tests and inventories could be administered, preferences and plans could be ascertained, and the youth or adult could be helped to understand his psychological makeup and the opportunities open to him with a resulting matching of the individual and a job.

Choosing an occupation seemed a simple matter as formulated by trait and factor theory. But then studies of career development made between 1951 and 1968 (Super, Crites, Hummel, Moser, Overstreet and Warnath, 1957; Super and Overstreet, 1960; Gribbons and Lohnes, 1968) demonstrated that the vocational preferences of most 8th and 9th graders are not realistic, that what seems to be realism at that stage is pseudo-realism, and that the process of vocational exploration (including exploration of oneself and of the world of work) is a process which goes on throughout adolescence and into adulthood, a process which proceeds rather far before an occupation can be chosen with any degree of confidence. The career development studies show that readiness to look ahead, a sense of time, awareness of life stages and their developmental tasks, acceptance of responsibility for deciding, making plans and acting, some knowledge of resources which can be helpful in exploring and in training, and something of an information base are prerequisites of the use of test and other psychological data in vocational choice.

This is not to say that intelligence, aptitude and achievement tests, interests and values inventories, and other sources of psychological data are not useful before exploration is about completed. On the contrary: exploration, we know from Jordaan's (1963) careful analysis, is most productive when it is intentional, systematic and self-initiated. But we also know, from numerous studies of the effects of planned exploration activities in career education courses (Hamdani, in process), occupations classes (Stone, 1948), and computer-assisted guidance systems (Bohn, in Super, 1970, 1972; Harris, 1972), that exploration initiated by others can increase the vocational maturity of junior and senior high school students, and we know less convincingly but very dramatically from case studies that even fortuitous exploration can increase the readiness of young men and women to make vocational decisions. Tests and inventories can be used to help systematize vocational exploration. Helping directly in the exploration of self in relation to occupations by portraying objectively how the individual's aptitudes and interests compare with those of men and women engaged in various kinds of occupations, tests also throw light on the kinds of work which might be further explored in courses, school clubs and activities, volunteer work, and part-time and summer jobs. Columbus sailed west, not north or south, in order to find the backdoor to the East — his exploration was systematic, just as it was intentional and self-initiated — but he did not find the East because the Americas were in his way. It took the persistence of another captain of Spain, Magellan, to go the whole way.

Vocational maturity is a psychological variable which, we now know, is multifactorial: like intelligence, it is not one simple factor, but a composite (Super and Overstreet, 1962; Gribbons and Lohnes, 1968). Individual differences are great. At a given age some people are more mature, that is, more planful and better informed, than are others. Although much research remains to be done on this topic, it seems likely that those who are more mature vocationally will make wiser and more enduring vocational decisions, whether the decisions involved are minidecisions such as those concerning courses within a curriculum, or maxidecisions such as those concerning the first employment on leaving school or college. It also seems probable that those who make decisions appropriate to their level of vocational maturity will have more successful and more satisfying careers than those who make decisions which are inappropriate to their life stage or who fail to make needed types of decisions (Super, Kowalski, and Gotkin, 1967). Thus, a decision to prepare for a certain occupation, when one is ready only to explore occupations, seems likely to lead to instability or dissatisfaction in the occupation; similarly, a decision to explore, when one is ready to begin preparation, should lead to a sense of wasted effort or of marking time. Finally, failure to decide to explore or to prepare, when the expectations of society and of one's family and friends are that decisions will be made and that occupational responsibilities will be assumed, clearly leads to failure in one of life's major roles and hence to failure in being an adult.

It is clear from the analysis of vocational maturity that there are two kinds of uses of psychological data in occupational choice. One is the making of minidecisions, or choices concerning steps to be taken and means to be used. The other is the making of maxidecisions, or the choice of goals which are more remote but more encompassing and more enduring. Given these facts, what can we say about the determining role of the other more familiar psychological factors, intelligence, special aptitudes, interests, values, needs and personality traits?

Conventional Psychological Determinants

These may, for convenience, be referred to as conventional determinants, for they have been studied longer and are more widely used by counselors and personnel workers (Crites, 1969; Super, 1957; Super and Crites, 1962).

Intelligence is obviously the first to consider. It is empirically and conceptually, in quite different ways, closely related to both socio-economic status and to education. It is a personal determinant which mediates between status and education. It is both cause and effect: the more one has of one, the more one gets of the other. High status means many stimuli to intellectual development and to educational attainment. High educational attainment facilitates continuing intellectual development. And a high level of intelligence leads to substantial educational attainment and to superior socio-economic status. The more intellectually-endowed persons tend to do better in education. With or without education, they tend to advance more rapidly in employment (Berg, 1972), to be more successful in demanding occupations (Super and Crites, 1962) and to have more stable and satisfying careers.

Intelligence is not exactly a unitary trait, but consists of the intercorrelated, semi-independent abilities to reason with verbal, numerical and spatial symbols. Reasoning is a basic aptitude which manifests itself somewhat differently depending upon the medium with which reasoning is done. Most learning being verbal, even when the subject is a numerical subject such as mathematics, verbal reasoning functions and is often viewed as intelligence. In a literate society this is only to be expected, although in a numerate society, or an objective (and spatial) society, other manifestations of the capacity to reason would be better indices of intelligence.

Special aptitudes which are relatively independent of reasoning ability have also been found to exist and to play a part in occupational choice and selection, occupational success and career development. *Spatial visualization,* the ability to judge shapes and sizes, plays an important role in scientific and technical work, as well as in certain semi-skilled occupations. *Perceptual speed and accuracy* in identifying and differentiating letters and numbers is important in the keeping and use of records. Various combinations of basic aptitudes, often including information and interest, produce functional aptitudes such as mechanical, artistic, and musical aptitude. *Manual dexterities,* both fine and gross, play a part in determining the choice of, selection for, and success in various semi-skilled jobs such as those of assembly worker.

Some aptitudes seem to involve a drive to use them. Thus, boys and girls have been shown to move toward occupations which are appropriate to their intellectual levels as they go through school and progress into and through the world of work. Certain other aptitudes do not appear to have this dynamic quality, so there is no evidence that persons with superior perceptual speed and accuracy seek outlets in which they can use this aptitude. In general, aptitudes determine the field and level of work in which one can succeed, but not how well one will do in an occupation for which one is qualified (Super and Crites, 1962).

Interests are another type of determinant of careers. They have been defined as tendencies to like, to seek and to engage in certain kinds of activities. They are assessed, sometimes by a simple question concerning preferences, sometimes by a series of questions constituting an inventory and scored in complex ways, and sometimes by information or attention tests. Most of what we know about the development and predictive validity of interests is from studies of inventories and objectively scored questionnaires. Inventoried interests have been shown to be better predictors of occupational choice and stability than mere expressions of preferences in middle class (expressive career) boys and young men. But professed interest is at least as good a predictor in boys and young men who, coming from responsive environments, face the strong and clear expectations of parents and other key figures, know what they are expected to do, say they will do it, and in due course do it regardless of their underlying interests. But interests, inventoried or expressed, are rarely related to degree of success. They tell something of what a person will choose to do, and of what he will keep on doing, but little of how well he will do it (Super and Crites, 1962). Aptitude and especially training do that.

Values are somewhat more fundamental than interests, for they indicate what a person seeks in an activity, whereas interests tell the kinds of activities sought (Super, in Zytowski, 1973). Thus, people who like to understand why and how things work (intellectual or theoretical values) tend to be interested in science or in philosophy, and those who enjoy or appreciate people will be interested in social work, education, or other person-oriented occupations.

Some values do not have clear occupational outlets. Among these are valuing variety or change, the support of human relationships obtained from associates, and independence or supervision. These *extrinsic* or context values tend to be more important to people in semi-skilled occupations which are easily entered and left, whereas *intrinsic* or content values such as intellectual stimulation, creativity and altruism tend to be stronger in higher level occupations which require more of a commitment from the worker and which give him more that is special to them in return.

Needs are an aspect of personality which is even more fundamental than values and interests. A need is a drive resulting from the lack of something essential to the organism. The more fundamental needs are thus physiological and are often called survival needs. Higher level needs have more opportunity to manifest themselves when the lower level needs have been at least partially met: it is thus easier for people to be concerned about the beauty of their surroundings when they have enough to eat than it is when they must give all of their time and energy to the getting and preparing of food. Occupational differentiation, the division of labor, occupational choice, and the concepts of differential occupational success and satisfaction, can therefore come into being only after a society reaches a certain minimal stage of economic development and of affluence (Roe, 1956). Needs have a chance to play a part in occupational choice when the more fundamental needs are met and the higher level needs propel men in differing directions according to their capacities, their interests and their experiences. But since most needs can be met in a variety of ways, and many activities can meet a given need, needs are less clearly related to occupational choice than are interests and aptitudes. The need to be loved, for example, can be met in selling as well as in social work and as well in a mail room as in a classroom.

Personality traits are tendencies to act in given ways in given kinds of situations. Traits, like needs, have little bearing on occupational choice and success when within the normal range (Super and Crites, 1962). They are more indicative of style and manner in playing a role than they are of the role that will be chosen. Many different kinds of personalities enter teaching, for instance, and many succeed: some teachers are warm and friendly, others are cool and detached, some are interested in people and some in their subject matter, but they may all be equally successful in organizing and presenting their subjects to students in ways which make it possible for them to learn.

Self-concepts play an important part in occupational choice. But there has been much loose thinking, dataless theorizing and poor instrumentation in dealing with this construct just as there has been in dealing with needs and with personality traits. Many psychologists have equated self-esteem with self-concept, and only a few have recognized that self-esteem, along with complexity, scope, clarity and other such characteristics of one's concept of self, is just one of several metadimensions of the self (Super in Super, Starischevsky, Matlin, and Jordaan, 1963). Even the term self-concept is a misnomer, for each person has not one self-concept, but several. These are related to roles and situations such as those of worker, member of an occupation, spouse, parent, athlete, student, and citizen: one may conceive of himself as a good worker, a competent but unheralded member of a profession, a faithful and companionable spouse, an understanding and supportive parent, a poor athlete, an outstanding student, and an inactive although well-meaning citizen. These various concepts of the self combine in a self-concept system and are important determinants in what the individual sees in his environment, how he sees it, and what actions he takes as a result. In the last analysis, the individual makes preoccupational, occupational and postoccupational decisions on the basis of his concept of himself and of the situation in which he sees himself. Choices may be numerous and open, or few and almost predetermined, but the individual decides. He decides to do what his parents expect of him and enters the family business, or he decides to rebel and strikes out on his own; he decides to let himself be drafted, or to move to a neighboring country; he decides to enter the local factory which offers virtually the only employment in his small town, or to migrate to a distant city in hope of finding more varied and more challenging occupational opportunities there.

Self-concept theory need not be loose and vague, its methods need not be unrefined, its data need not be soft, and it can be developed to give it explanatory power. It cannot, by itself, explain occupational choice, any more than can trait and factory theory, social class theory, or supply and demand theory. But it does provide insight as to the way in which data of all of these types are combined in the making of occupational decisions.

I recently talked with a former drug addict, a man who has for several years been removed from the world of work and has lived in a world of fantasy. For several months he has been working in a very low-level job, one which he recognizes as just about the lowest on the hierarchy of jobs. It is the only kind of job which, with his record, he believes he can get. But he see himself as much brighter than most others in that job, and he sees himself as a better worker than most in it. That is why, he says (and the record proves him right), he can get a job any day that he can work. He has been regularly employed now for some months; after a few more months, in which he plans to establish the fact that he can "stay clean" indefinitely, he plans to seek, and has reasons for believing he can get and keep, a better paying, more respected, more secure and more challenging job. This is a man of low average intelligence, low socioeconomic status, and only a high school education: one does not have to be intellectually gifted or economically advantaged for self-concepts to be the organizing determinant in occupational decision making.

Issues: Static, Developmental or Dynamic Determinants?

No discussion of the determinants of vocational development, choice and adjustment would be complete without consideration of the static, developmental, or dynamic nature of the determinants. This applies to social and economic as well as to psychological determinants. The nature-nurture controversy raged in psychology for a generation before World War II, subsided during that war and the years immediately afterwards, and has been revived again in a different context and with increased bitterness, and race and ethnicity have commanded more social and psychological interest during the past decade.

Trait and factor theory have long operated on the assumption, supported by a good deal of evidence, that aptitudes, interests and values were rather stable characteristics from middle adolescence through mature adulthood. Such an assumption was necessary to the use of tests in high school for the prediction of success in college or at work, and necessary also for their use with college students or other young adults for vocational counseling and for personnel selection. Studies conducted at Minnesota's Employment Stabilization Research Institute (Paterson and Darley, 1936) showed that training did not affect perceptual speed and accuracy test scores and that these scores were related to success in clerical work; various studies showed the stability of inventoried interests in the majority of older adolescents and adults, even over a span of many years (Strong, 1955; Verburg, 1952). But at the same time other studies showed some change with age (Strong, 1943) not only in interests, but also in intelligence. Those who continue educational activities longer, and those who engage in more intellectually-demanding occupations, continue to increase in mental ability through adulthood; it is also true that those who are interested in science and technology in young adulthood do, in some instances, become more interested in people and in organization as they get older.

Aptitudes and interests thus are not static qualities in adulthood and can, therefore, be expected to be even more susceptible to change in youth. Aptitudes develop with use and atrophy with disuse; interests develop with experience, but do not develop without exposure to evocative activity. The psychological determinants of vocational choice are clearly not static. This being the case, are they developmental qualities which are latent in the individual and which grow and emerge systematically with exposure to appropriate experiences? Or are they dynamic qualities which can be expected to develop as a function of environmental change rather than of inherent tendencies to change?

The latter assumption appears to be implicit in the rejection of tests and testing by current critics, who appear to ascribe to experience the power to bring out any degree of aptitude or any kind of interest in any individual. But this position, given the evidence on the effects of training on individual differences, appears to others to be too complete a swing of the pendulum of opinion: experience, according to all the experiments, increases individual differences rather than doing away with them. Practice makes everyone improve, but those who start with the most ability to learn are those who benefit the most by the additional training or experience. This is, of course, neither an argument for further depriving those who have been deprived, nor proof that an occasional deprived person will not prove to have great potential and make unusual progress given special opportunities. It does show that measured aptitudes and interests are indeed developmental characteristics, qualities the growth of which is a function both of what the organism brings to the situation and of what the situation offers to the organism.

This being the case, one can conclude that aptitudes and interests are determinants of vocational choice to which counselors need to attend, recognizing that:

1) Opportunities for their development need to be provided;
2) Individual differences in the directions and amount of development will result;
3) Development to date is the best indication of development which is likely to take place.

Conclusions

In concluding this statement of a perspective on the determinants of vocational choice, let me summarize my main points.

1. I have noted that during the last decade or two we have come to recognize that vocational choice is not an event but a process, not the process of helping a person choose an occupation but rather the process of guiding development so that a series of appropriate, specific, exploratory decisions are made and that an occupational choice, or series of choices over a period of time, will emerge.

2. I have noted the multiplicity of determinants—economic, social and psychological, the danger that focusing attention on any one type of determinant or on any single determinant may give the appearance of stressing it to the detriment of attention to others, and the need for a multivariate approach to choices.

3. I have reviewed the major psychological determinants of vocational choice, calling attention first to vocational maturity which, though fundamental, has been slighted until recently, and then dealing with aptitudes, interests, values and personality, those which have long been recognized but have recently been challenged by some who are concerned with the education and employment of the disadvantaged. Vocational maturity was viewed as a determinant of the readiness of the individual to make choices, to explore, to implement, or to establish himself in an occupation — a determinant which can now be measured. Aptitudes, interests and values were cited as qualities which determine, respectively, the level and field of vocational choice and endeavor. Needs and personality traits were viewed as qualities which can be satisfied in a variety of occupations, and therefore as less important choice determinants. Self-concepts were treated as organizing determinants, for it is they which determine how the individual sees himself and his situation, how he weighs evidence and chooses between the alternatives which are open to him, be they numerous or be they limited.

4. Finally, I have considered the issue of the developmental, static, or dynamic nature of the psychological determinants of vocational development, choice, and adjustment. I have expressed the belief that the evidence of research favors a developmental interpretation in which the latent characteristics of the individual are, or are not, developed by his experiences, and in which developed individual differences provide the best available evidence of further developmental potential.

It remains for me to indicate, very briefly, what I consider the implications of these conclusions for vocational guidance and counseling. They make it clear that the counselor's principle function is:

(a) To guide students, individually, in groups, and through the curriculum, in the choice, planning, utilization, and evaluation of experiences so that their aptitudes, interests, values, and self-concepts will have optimal opportunities for development;

(b) To use tests, inventories, and other sources of psychological data as guides for the selection of relevant experiences; and

(c) To help exploration lead to levels of vocational maturity which facilitate the emergence of appropriate occupational choices and which permit sound decisions as to professional or other occupational training.

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CAREER DEVELOPMENT: PRACTICES IN HIGHER EDUCATION

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Introduction

Changing conditions within the society in general and within the world of work specifically affect career choices and development. These circumstances, in turn, influence the practices in higher education that foster career development.

Current research and commentary concerning career development indicates that this aspect of human development is a result of the interaction of individuals within their environments and that it occurs throughout the life of the individual. Career development should be thought of as describing and explaining an aspect of human development (1, p. 33).

College and university programs within student personnel or development departments, orientation courses, living and learning centers and academic areas, have been organized to implement career development. However, many educational experiences implement vocational or professional preparation rather than the more personal involvement of career development.

Probably if viewed in terms of Super's suggested vocational development tasks, and if the student's personal experiences are judged in reference to the task of specification of a vocational preference, the process of career development in higher education can be better understood (5, pp. 81-84).

Career development does occur within higher educational experiences. How this development and the experiences might become better understood as meaningful interactions within higher educational practices warrants continuing study and research.

The Higher Education Environment and Experience

The populations at colleges and universities are complex and homogeneous. Louis Hausman stated it well when he indicated that "motives for seeking higher education range from the usefulness of an A.B. in getting a job as a salesman for General Foods to the desire of the 82-year-old Boston grande dame to learn Hebrew so she could talk to her maker in his own language. Young men to to college ... in order to become doctors or lawyers or scientists, to postpone going to work, to play football, to earn more money ... or just because they like to learn more about literature or history or philosophy. Women go to college for many of these same reasons and for additional ones as diverse as getting a secretarial job in a fancier office to meeting college-educated men who prefer to marry college women. (Women's lib to the contrary.)" (p. 3, 11) The educational goals of some students are not related to their career development needs. Therefore, the programming of academic experiences often does not include any relationship to career development. The degree of emphasis is dependent upon the specific aims or objectives of a particular course. There is no comprehensive higher education commitment to career development. The commitment is to the educational needs of people and the institutional mission for educational programming. These considerations may or may not emphasize career development.

Higher Education: Career and Development

Dunphy provides a focus for understanding terms and concepts. Using Shartle's definitions, he explains the following ideas: "Occupation: A group of similar jobs found in several establishments. Career: A sequence of positions, jobs, or occupations that one person engages in during his working life. Career development is a process of successive approximation. Goals change, and actions suited to achieving goals change. There are points at which it is essential to select one course of action and reject others. The essential element in the career process is decision. A decision is a choice of one from two or more alternatives." (3, pp. 2, 14)

The period covering career development during higher education is undoubtedly related to decisions. Theorists will differ regarding the human process involved in making the decisions. Theories are important to the bases of reasoning, but irrelevant to the fact that decisions are constantly made by individuals.

The college years are decision years. The periods of maturation, exploration, establishments and peripheral are important, but then a decision must be made. Personal involvement becomes committed to a goal. The individual is moving toward a greater degree of independence. Also, an involvement of personal determination has been made and a commitment to decision becomes increasingly important.

Higher educational planning has been mindful of the need to work. Experiences have been designed for entry into areas of the world of work. However, the involvement of the individual has been directed toward vocational and professional goal preparations rather than career development. Career development happens, but it is incidental to what is occurring within the thought processes of the students or the educational planner.

The college and university experience should make available the opportunities for students to become consciously involved with the knowledge and processes for career choice and development.

Career Development and Guidance

The idea has been expressed that apparently it is more acceptable to those who direct academe to place advice-giving about work in the backwater of the placement service rather than in close connection to educational affairs. (5, p. 135)

The outcomes from the work of Ginzberg and others during the conservation of Human Resources Project indicate that too little attention has been directed to career guidance with regard to four-year colleges and universities. The position was taken that larger numbers of students could profit from being encouraged and helped to relate their educational decisions to a career strategy. (4, pp. 280-281)

The world of work is too complex to leave to chance the processes of career development. Probably one of the most critical obstacles to the implementation of a plan is a lack of knowledge.

Most teachers in higher education do not view their roles as developers of careers. Consequently there is no consistency of learning in this area during the educational experiences of the student. A very valid case can be made for the position that subject matter teachers should not be included in the process of career development. Understanding the relationships between the world of work and career development is a very difficult and demanding task. There is also the problem of interest and concern relative to this phase of human development. However, if an institutional commitment can be gained, the procedures for articulating the academic work to the processes of career development could be programmed.

The important consideration is the provision of a program that provides the opportunity for those students who need to develop a greater knowledge and understanding of their career decisions.

Perception, Aspirations and Goals

The variables which combine to make career development meaningful are many, complex and interrelated.

Career development is a personal, human condition. It involves the understanding of an individual regarding his life and his destiny. Consequently an individual's perception, aspirations and goals become important considerations relative to the final outcome.

It is because the higher education years are decision years that the support of guidance becomes critical. Into this design it seems that the concept of specification, which Super and others (5, pp. 84-87) have postulated, provides approaches which can be of importance to planners of career development in higher education.

An important factor relative to this conceptualization is the cognitive involvement which would occur during a period when the student is in the process of making a life decision.

The extensiveness of using resources, differentiating interests and values, planning, formulating preferences and sharpening awarenesses can only improve perception and clarify aspirations.

The need to assist individuals to shorten exploration and have a greater focalization of these efforts is a task of education. It is this need to assist in the process that makes more effective planning necessary.

Although career goals change during a student's period of higher education, there is a tendency for the goal-directed behavior to be rather consistent. (2, Ch. 4) There also tends to be a peer group syndrome that influences the career choices of students. The type of institution that is attended by students influences their aspirations and goals.

The extent to which these phenomena occur is important, but the incidental nature of the occurrences within an area of life that is so pervasive should not be permitted.

One of the values of education is the use of the mental process to overcome to the extent possible accidental and incidental situations.

The majority of students attending colleges and universities work or plan to work. The arrangement of the educational environment, so that perceptions are clearer, aspirations more easily attainable and goal directions more meaningful, should be a high priority.

Summary

Significant changes are needed for higher education to improve its practices in career development.

Presently the priorities for the world of work relate to job placement and professional preparation. Career development as a personal learning experience is not usually an item on the agenda of a plan for higher education. However, there exists a sufficient interest in higher education regarding work, vocations and professions so that increased developments could occur in the area of career development.

Within the areas of student personnel or development programming, implementations could increase. It might be that those of us who are the professionals in this area have emphasized other components of the field, and now there is a need to advance the programming in the area of career development.

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CAREER DEVELOPMENT PRACTICES
IN
MIDDLE/JUNIOR HIGH SCHOOLS

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Introduction

Relatively few middle or junior high schools have identified career development as a priority thrust. Few schools have thoroughly addressed the programmatic implications of Donald Super's research. In some cases, however, a teacher or a group of teachers have made a commitment in this area and have identified experiences which are termed "career developmental in nature". A few schools (precious few) have organized their faculty to seriously address the issue.

Career education, at least in some cases, is providing a focus for the identification and implementation of processes which may help the student in becoming aware in exploring, in designing and in planning.

For example, in the state of Michigan, career education encompasses two major components: career preparation and career development. Career preparation includes those things occurring in schools which have been traditionally grouped under academic, vocational/technical, and general education. Career development includes four sub-components: career awareness and exploration, self awareness and exploration, decision making and goal implementation.

Self-Awareness and Exploration

In the self-awareness and exploration component, the content and activities focus on helping individuals understand themselves and others. The main concepts of this component involve individuals' awareness and acceptance of themselves, the awareness and acceptance of others, and the development of interpersonal skills. Within this component, individuals begin to develop an awareness of their personal characteristics — interests, aspirations, aptitudes, abilities, values and the characteristics of others.

Individuals learn techniques for self-appraisal and the analysis of their personal characteristics in terms of life-career options. They begin to formulate plans for self-improvement. Individuals become knowledgeable about the interactive relationship of self and environment in such a way that they develop personal standards and a sense of purpose of life.

Outcomes of this component reflect a person who can utilize self-knowledge in life-career planning and in the fostering of positive interpersonal relations. Individuals become self-directed in that they accept responsibility for their own behavior.

Career Awareness and Exploration

The content and activities found in this component focus on the interrelatedness of family, citizen, leisure and occupational roles; home, school, work, and community settings; and the various events such as job entry, marriage and retirement, which may occur during the life stages of individuals.

Emphasis is given to knowledge and understanding of the structure and dimensions of the education, work, family, citizen and leisure worlds. For example, individuals will learn that there are many occupations and industries which comprise the world of work and that these occupations and industries can be grouped in a number of ways. Such groupings can serve as an avenue through which individuals learn of the similarities and differences among workers and work places. Emphasis is placed on the individual's learning of selected associations among specific occupational requirements, personal characteristics, skills, interests, values and aspirations.

The rapidity of social and technological change and other factors affecting the flux of the work force and the work situation are elements considered in this component. The individual begins to view the basic dimensions of the worlds of education, work, family, citizen and leisure from three perspectives — sociological, psychological and economic. The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of education, work, leisure, family development and citizen involvement. The economic component refers to such considerations of occupational choice as amount of pay, number of hours, fringe benefits, and the cost of various leisure, family and citizen activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from education, work, leisure, family and citizen involvement, and the internal factors which affect this satisfaction.

As a result of learning about the interaction of these component parts of the worlds of education, work, family, citizen and leisure, individuals learn of the reciprocal influences of specific activities and can analyze life style preferences.

Decision Making and Planning

The decision making and planning component contains content and activities designed to help individuals understand that decision making and planning are important tasks in everyday life and to help them recognize the need for life-career planning.

The central focus of this component is a mastery of decision making skills related to life-career planning. Individuals begin to develop skills in this area by identifying the elements of the decision making process. These elements include gathering information from relevant sources, both external and internal, and learning to utilize the collected information in making informed, reasonable decisions. Individuals begin to engage in planning activities and to understand that they can influence their future by applying such skill. They begin to accept responsibility for making their own choices, for managing their own resources and for directing the future course of their own lives.

Other dimensions in this component include the concept of change, space and time as they affect life-career planning. Individuals learn of the potential impact of change in modern society and of the necessity of being able to project themselves into the future. In this way, they begin to predict the future and to foresee alternatives which they may choose and to plan to meet the requirements of preferred life-career alternatives.

The major educational goals within this component are directed toward facilitating the development of individuals who value planning and can formulate reasonable life-career plans.

Placement (Goal Implementation)

This component contains content and activities designed to help individuals implement life-career plans.

The individual in this component sets out to acquire prerequisite skills and knowledge which lead to his or her life-career goals. The individual identifies and uses appropriate resources to acquire these skills and knowledges, and consciously assesses progress toward life-career goals, making whatever adjustments are necessary to maintain progress toward meaningful life-career goals. The individual thus is demonstrating commitment to life-career plans and goals by taking action.

Summary

The middle/junior high school moving toward career development can implement activities in at least three different ways. The classroom teacher may find ways in which to massage the existing curriculum to include career developmental activities, generally through a slight modification to the teaching method. Secondly, a school may identify the need to provide some content and certain activities which can best be accomplished as a part of a course or as an entire course. An example of this would be the self-understanding through occupational exploration (SUTOE) program developed in the state of Oregon and now being utilized in many junior high schools.

The third way in which schools are moving into career development is through organization. A classroom teacher who identifies the career interests of his or her students may decide to organize instruction in basic skill areas around those interests. The teachers or schools involved in this approach attempt to find instructional tools other than those traditionally utilized in classrooms such as paper, pencil, books and chalk.

Schools have identified an interest in moving in this direction, the direction of providing more realistic experience for students based upon the interests of the students. In so doing, schools find the need to be able to relate to and communicate with all of their clientele (students, parents, community).

SOME PRACTICES IN THE ELEMENTARY CAREER SPAN AWARENESS PROGRAM

A Slide Presentation by:
Mae Marsh

Memphis City Schools
Memphis, Tennessee

Introduction

- Greetings from Memphis and the elementary phase of the SPAN program. SPAN stands for the acronym "Start Planning Ahead Now." It is a career education program designed to assist students in bridging the gap between school and the world of work.

- Our program provides an awareness approach as an objective for students in kindergarten through grade 6, exploratory experiences in grades 7-9 and career preparation and placement in grades 10-12.

- Since school is the childrens' world of work, many valuable concepts are learned here regarding their attitudes, responsibilities, their self-images, problem-solving abilities, decision-making skills, and their ability to interact with others.

Career Awareness

- The elementary phase of Career Awareness concerns itself with the education of the whole child as it exposes him to learn about the world of work through regular classroom activities and to understand that all work is important. The more opportunities a child has to explore what he can do, to develop his skills and practice his talents, the wider his area of career choice will be in the future.

- Each of the four areas of the Memphis City Schools is served by an elementary teacher coordinator. Their duties include working closely with the elementary teacher in encouraging a developing awareness concept to children. An array of techniques and activities are used to relate careers to all phases of the curriculum. This teacher relates careers in a social studies setting.

- Fifteen "Career Clusters" are accented. These clusters are representative of the entire world of work.

- Knowledge of job families is indispensable for locating, assessing and using information leading to a wise career choice.

- This cornucopia of careers may relate to those of professional level, highly skilled, semi-skilled or entry level.

- Each month a different job cluster is highlighted by one of a series of ten television programs. These fifteen-minute programs filmed in the Memphis area of businesses and industries form a key part of the elementary program.

- This medium is strengthened by an instructional television guide which offers follow-up suggestions, worksheets and "hands on" activities related to the elementary curriculum. Thus the classroom teacher may "do her own thing" as she integrates the career concept to meet the needs and interests of her particular classroom. One teacher, a pilot and member of "99'ers" (a women's pilot association), has "turned her class on" to many jobs in aviation.

- A new fifteen-minute television program series, "Bread and Butterflies," sponsored by the SPAN Program, is being field-tested this year. These weekly telecasts, aired locally by TV station WKNO, are open-end programs related to both careers and guidance and lend themselves to good follow-up discussions. While still too early to evaluate the series, it appears to be well received by students and teachers as it relates with music and dress to today's student.

- A film coordinator at each school serves to guide additional films from the central media center to reinforce the study of a job cluster. The coordinator also collects follow-up evaluation forms which serve to upgrade the film program. For this service professional growth points are awarded.

- Resource speakers, whether they be school-, community-, or parent-sponsored, are encouraged. Here we see a school secretary explaining some of her duties and the tools used in her work. Thus students become aware of people and jobs on the scene.

- These "hands-on" activities help to further strengthen jobs related to the business office cluster.

- Field trips may serve as an introduction or culmination of study as students move into the working world and experience the real thing. As a part of a study of communications careers, this class is shown leaving the school, boarding the bus and visiting a high school print shop, where they watch the pressman roll out the weekly school paper, then on to the *Memphis Press-Scimitar* to meet a myriad of workers from editor to delivery person. Back in the classroom, students may produce their own newspaper.

- One of the most popular field trips is to Craigmont High School, our W2OX radio station. Manned by students on the job, the station provides classes with an opportunity to view jobs in a more technical field. Here we see a disc jockey and a radio broadcaster.

- "Career Corners" are encouraged where students may engage in many hands-on activities or display work related to job study. Our publication of *Bulletin Board Ideas*, with helpful suggestions for setting up corners, is available to teachers.

- This "Career Corner" suggests careers in our environment, as students plant seedlings, watch a garden grow, visit a nursery or study forestry.

- Health careers are highlighted here as students watch activities performed by a medic or learn about body anatomy. Besides those of doctors and nurses, many supportive jobs are exposed in an ever-needed occupational field.

- Learning to use the correct tools are important parts of this construction cluster as a class plans, designs, and implements a home — complete with mortar for brick-laying. The students are learning to work together on the house as an apprentice does. Importance of math and reading are learned concepts. Pride in the satisfaction of a job well done and building a positive self-image are essential for satisfaction in the world of work.

* Is a career in foods for you? In today's cross-over of men and women in
* careers, boys are learning to cook too. Here we see a few enjoying follow-
* ing a recipe, choosing the correct utensils, stirring up a freezer of ice cream, and
* sampling the product.

* These future designers and seamstresses are shown cutting material, using
* a pattern, sewing and completing puppets to be used in career acting or
* role playing.
*
*

* Thinking about the future and using art media to depict what I'd like to be
* — an electrician, a salesperson, an artist? Will I have any leisure time? Are math
* skills important? While students of this age are seldom ready to begin the actual
* process of choosing a career, a student may say he has chosen a specific career,
* and glamour jobs are frequent choices.
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*
*

* One of the most popular activities is our Computer Assisted Career Infor-
* mation cards, commonly called CACI. This IBM card, when properly bubbled
* in by the student and sent to the Computer Center at the Board of Educa-
* tion, returns a personal print-out sheet of the job description, activity requirements and job outlooks for the future. Approximately 400 more occupational job listings are being added as students ask about motor cycle mechanics, song composers and race car drivers. These print-out sheets may be used in many follow-up activities such as reading and speech sharing or in further job research. During this school year approximately 16,000 CACI cards have been utilized by students. When as many as a dozen students inquire about a job, that description is added to the index.

* Career Bingo, Career Flash Cards and crossword puzzles of occupational jobs are fun to play.

* School libraries offer many wide selections of facts concerning careers. The Popeye Comic Series, based on occupational facts on each job cluster, is much in demand.

* Listening to recordings correlated with pictures in books strengthens sensory learning about careers.

Summary

* With the exposure of a wealth of visual aids, resource speakers, field trips,
* hands-on activities, instructional TV, teachers, guides, books, filmstrips and
* projection equipment, the student will hopefully become more aware of jobs all around and think about utilizing his talents in finding a career best suited for his needs.

* The SPAN Program is a step in that direction.
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* Indicates individual slides

ADULT EDUCATION-ANTIDOTE FOR OBSOLESCENCE
or
HOW TO KEEP FROM GOING OUT OF STYLE

Cayce Scarborough

Head, Department of Vocational and Adult Education
Auburn University, Alabama

Introduction

Adults of all ages and in all walks of life face at least one common problem — that of obsolescence. Here we are referring to job obsolescence, but in many other phases of life a person also faces obsolescence. To some extent this has always been true but now becomes more critical in the face of rapid and unexpected changes in today's society. Psychological obsolescence may be worst of all when this concept causes an individual to believe that he is out of date in what he knows, can do, what he is, and therefore is useless. Retirees frequently develop this feeling, but considerable evidence indicates that many workers develop this feeling long before retirement. (See Terkel's recent book, *Working)*

To solve this problem leads us to adult education. Unlike education of the young, continuing education for adults is not seen as a necessity. There are no compulsory attendance laws for schooling for adults. To a considerable extent, then, the adult must develop some sort of plan for self-directed, continuing education throughout life. I believe that we in vocational education can and must do much more for adults in helping them further their own career development. Here is a brief account of one approach that shows much promise.

Career Education for Adults

The project described here is called Career Education for Adults and is based upon Adult Performance Level Studies (APL). The basic idea was to identify the major areas of knowledge needed by adults and to develop the tasks needed to perform effectively in each knowledge area. It was assumed that there are some common basic skills. The overall concept is illustrated here.

General Knowledge Areas

Occupational Knowledge	Consumer Economics	Health	Community Resources	Government and Laws

BASIC SKILLS

Communication Skills

Problem Solving Techniques

Interpersonal Relationships

Modules were then developed for each of the General Knowledge Areas. The modules followed a format resulting in specific statements of performance objectives and tasks (enabling objectives) for each of the areas of knowledge. Furthermore, identified "Instructor Activities" and "Learner Activities" as well as resources were included in each module.

After field testing and revising, the materials were placed in attractive covers for easy use.

Career Education Program for Families

The establishment of a Regional Residential Career Education Program for Families in the Mountain Plains states is a current illustration of an action program along the APL program just described. If interested in more details of this project contact the following:

Mountain-Plains Education &
Economic Development Program
P.O. Box 3078
Glasgow Air Force Base, Montana 59231

Summary

Whether following this approach or some other we must, I think, give more attention to Career Education for Adults. Unemployment sharpens this need, but it is always a need. To repeat, we need to help individuals develop direction for continuing self-education. One suggestion is that each of us should develop a "Learning Agenda". This closer look at our own needs for continuing education is in three phases:

1. State, in writing, *major aims* for self-study, changes that you'd like to make in your knowledge, skills, attitude, values and relationships.
2. Define areas for *study, search, reflection* or *testing.* List activities or experiences in each of these areas that might help you accomplish your aims.
3. Assign *priorities.* To try to do "everything" leads to frustration and discouragement. Give top priority to a *few* areas. The idea of short range and long range goals may help.

Here are some general principles for success with any of the strategies for self-education.

1. The effort, whether it involves reading or reflecting on experience, should be selective and focused, guided by an agenda or goals for learning. The effort should be organized so that it can be sustained for a long enough period to show results.
2. A learner must be willing to admit that education consists not just in acquiring new knowledge, skills and attitudes, but also in giving up convictions and approaches to problems that may be inaccurate and outmoded.
3. Although some learning may indeed be implicit, unplanned, and unconscious, the process of education can be facilitated by seeking opportunities to talk or write about what is being learned, to use it and to test whether or not it works.
4. New knowledge, skills and attitudes are secure only when they have been integrated with those acquired earlier. Men need to translate what they read or hear into familiar terms and to seek illustrations from their own experience for the ideas and concepts involved.*

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*"Strategies for Self-Education," William Dill, Wallace, Crowston and Edwin Elton in *Harvard Business Review*, Nov.-Dec. 1965.

YOUTH ORGANIZATIONS

Donald N. McDowell

Executive Director,
National Future Farmers Association Foundation
Member,
National Advisory Council on Vocational Education
Madison, Wisconsin

Introduction

Greetings to all vocational education enthusiasts from all over this country. I bring you these greetings from the National Future Farmers of America Organization and the Foundation, as well as from the National Advisory Council on Vocational Education. Both of these groups, which I attempt to serve, play a very important and integral part in the total vocational education picture.

Decisions Ahead for Youth

I am pleased to be discussing youth organizations as part of "Decisions Ahead for Vocational Technical Education" for 1975. May I grossly oversimplify the problem when I say that our decisions ahead are for youth. This entire conference is geared to decision making — yes, decision making for vocational education which will affect our youth, our adults and the livelihood of our business community. These youth organizations are a tool for motivating, reassuring and rewarding achievement as a result of classroom experiences and learning.

As vocational educators, we know that the work we are doing is training for living; and all of these youth organizations, put together, I would like to call, "God's laboratory for living." A poem which hung in my room as a child is so important in the job which you and I have cut out for us in the future. It goes as follows:

It's easy to drift with the current swift
Just lie in your boat and dream;
But in nature's plan,
It takes a man,
To paddle that boat up-stream.

In these few moments I have with you today, I would like to urge that each of us put on the yoke of commitment to the youth organizations which are so vital to good, sound, vocational education programs. We really do believe in these young folks and the objectives for which these organizations stand. All too often across this country, teachers and leaders have given lip service; they have given praise and lots of compliments to the work these young folks are doing, but actually they have not stirred themselves to get out and build a better program around the objectives and the interests of the young folks. I do hope that my humble remarks will stir, stab and stimulate each and everyone of us as we analyze the importance of our classrooms, laboratories, shops and actual teaching curriculums. I hope that this enthusiasm will gel not only in the minds of you teachers in the room, but in those of the administrators, the boards that govern our policies, and those responsible for providing funds and programs in vocational education.

What Youth Groups?

When we talk about "youth groups," which ones are we referring to? There are many, and among these are the VICA, which are the vocational-industrial clubs of America; OE, the office-education groups; DECA, covering distributive education; FBLA, the Future Business Leaders of America, and FHA, for those interested in both employment and homemaking. The health service organizations are also emerging, and we must give them a good, big, supportive hand. They have a real, genuine role in these fields for the future. Of course, I would be negligent in my own responsibilities if I did not refer to the Future Farmers of America and its great work. Then there are other vocational youth organizations, both in operation and emerging. Let's put them all together for a great youth program for America! As we analyze and try to plan for decision making concerning youth organizations, I am throwing out three quick questions:

Where from?
Where at?
Where to?

Historically each of these above-mentioned groups has a distinct and different background. The Future Farmers, for example, is 48 years old and is one of the early youth organizations originally designed to motivate and encourage young men who were going into farming. This has changed. We now have equal interest in the young men and women who are going into the total field of agri-business and the agriculture-related services and professions. The same is happening for each of the other organizations. We need not go into details because many of you know far more of the factual backgrounds of each than I do.

Today they are firmly established. Tomorrow, it will take vision, versatility and vitality to keep pace with the changing times. We have a growing interest and involvement in business, industry and community organizations as a result of vocational programs that have developed. Our unions and our service organizations are interested not only in what is taught in the classroom, but also in the experiences of these youth as they get together in their clubs and organizations.

I believe that the future is extremely bright, particularly as we look to these youth groups for what they are doing in training the individual. As you examine the purposes, principles and operating procedures, you will find that each is dedicated to Americanism, to the better things in life. Yes, to Godliness — and above all, to credibility and accountability. These are qualities which our total American structure needs to observe much more closely.

Youth In the Vocational Education Setting

My message here may seem very routine and the usual, but I plead with you, I actually command, demand your action in unity for all these activities which lie ahead. I have an extremely strong bias which I believe is absolutely essential if vocational education and the relevance of youth organizations is to be most meaningful in the future. These youth organizations must be an integral, inseparable and specific part of every vocational education curriculum in our schools. It must never be regarded as extracurricular. In other words, I believe the aims, purposes, objectives and the programs of the youth organizations must be integrated into the classroom operations of every single one of the subject matter areas and disciplines.

America's problem among many youth seems to be in drop-outs, unemployment, crime, delinquency and a general turned-off attitude. There are volumes of statistics which will bear this out, so I give you only a few of them. By the year 2000, two-thirds of the kindergartners who are in school this year will be filling jobs that do not exist today. Our young folks who are graduating from high school this year will, on the average, change jobs seven times in their lives. And today, in 1975, one out of every four teenagers between the ages of 16 and 19 is out of school, out of work and not trained to fill a job. Besides this is the fact that just two years ago, in 1973, there were 800,000 dropouts from our high schools and colleges; that amounts to 22 percent, and the vast majority have neither been trained for a job nor have they had the advantages of youth organizations to keep them in school. This means that we have a challenge. The youth organizations are the motivating force. The vast majority of the figures I have given do not apply to those that are members of VICA, DECA, OE, FFA, FHA, FBLA and on and on. They apply to those whom the educational system has turned off.

What I am trying to say is that the youth organizations are the motivating force to keep these young folks in school and on the job. Therefore you and I, as interested people in vocational education, must make every effort to provide the climate, atmosphere and leadership necessary for the outstanding youth organization functions which they truly deserve. And again I emphasize that almost none of those statistics above exist among young folks who are members of our vocational youth organizations. This is fact, not fiction. It is proof positive!

Specialization Versus Generalization

Talking about these youth organizations and their important role as part of your curriculum and mine leads me to another area of grave concern which demands our attention, our action and full involvement *right now*. This has to do with the identity of disciplines. Yes, our subject matter areas have been generalized in recent years. We have experienced an erosion created by intellectual-generalized snobbery. High-powered administrators across our nation are preaching "generalization" of our subject matters in vocational education and in general education. We are a generation of generalized consultants. What we need is a core subject matter of specialists who can supervise. True, they must be coordinated and able to work administratively together. But when I, as a teacher, need help with my shop curriculum or my classroom curriculum, I really can't be assisted much by an office education person; or if I am an ag instructor and I need specific help, I must have a properly trained person to turn to for counsel and guidance. The USOE has been breaking this tradition. They are trying to do it again right now. Many states across our nation have followed their pattern. I think this is a tragedy in the vocational education field. I hope that all of you folks in Tennessee will stand up solid for subject matter identity with specialists which can be of help. This will be one of the great steps forward in improving vocational education across this great land of ours.

Vocational Education In South America

These have been rather pointed comments that I have just made. And now, I would like to have your permission to be a little contemporary in comparison. I am just back from a "People to People" trip into South America. We visited four countries — Ecuador, Peru, Colombia, and Nicaragua. In each of these countries, we visited with the leaders and many of the youth who are responsible for the emerging type of education there. I was extremely proud of our American Peace Corps efforts. This is almost a specific vocational education type work that they are doing — teaching others to help themselves. We found vocational education leaders, particularly in Colombia and Ecuador, who were tremendously interested in the developing phases of their programs. Curriculums are badly needed. When we got to Nicaragua (this happens to be the partner state for Wisconsin), we found tremendous interest and new developments. Wisconsin is in the process right now of sending people to help develop their curriculums, translate from English to Spanish, and to assist in providing training for the peoples of these developing countries. We were thrilled with the emphasis being placed on vocational education. We in North America can take a lesson from these folks who are starting from such deprived conditions and we can realize that what we have has been growing without adequate appreciation. I should like to have gone into more details about each of these countries, but needless to day, I am thrilled to see that some of the good, sound, vocational education principles that have been developed in the United States are being utilized there.

Leadership and Dedication Needed

I guess what I am trying to say is that we in America, we who are here in Tennessee today, must count our blessings. We must thank God for the place of our birth, and then we must do what we can, not only to provide a good, sound, education for our people, but also to be of help to our neighbors. Actually, we are our "brother's keeper" on an international basis.

I would like to challenge each person gathered here today, as you are planning to "make decisions for 1975," to become totally involved and dedicated to the vocational education youth organizations which are available right here in Tennessee. Your minimum responsibility must be to provide every possible leadership at your command. We must not be demanding more pay or questioning the added responsibility that is ours as youth leaders. This must be a part of our undivided, integrated system of vocational education. These youth with whom we work are worth every bit of this effort. We can do no less than our best to provide this leadership.

We have just finished the Easter season, a season of rebirth and new hope, a season of renewed interest and effort. May we so direct our decision making that there can be a rebirth of interest in the youth organizations serving vocational education programs throughout America.

Yes, let's make this your "decision ahead for all-out youth organization programs."

DECISIONS AHEAD IN FEDERAL INVOLVEMENT

Dean Griffin

Associate Director
American Vocational Association

Introduction

The most critical issue facing vocational education today is whether or not the public school system will assume a greater responsibility for preparing people for entry into employment, for upgrading employed adults and for re-training those who wish to change jobs. It was determined that this was to be the primary objective of vocational education when the Vocational Education Amendments were passed in 1968. Why would this statement have so much significance in 1975 and why, in this time of expanded concern for not only the technical skills of individuals but the whole person, should we even need to address the role and responsibility of vocational education? The reason is that future decisions affecting federal involvement in vocational education rest with the resolution of this question.

Congressional Involvement

The future of Congressional involvement in vocational education will be directly related to future decisions made by vocational educators. The degree of future support given to vocational education by Congress as a body and by members of Congress as individuals may rest with their understanding of the profession. The priorities placed on vocational education by current and future presidents of the United States will depend upon the benefits they think vocational education will provide to an economy, a people and a nation.

It has been clear since 1968 that Congress expected vocational education to assume a major role in making improvements to the total education programs of this nation. Congress, in the Vocational Education Amendments of 1968, visualized an impact on the curriculum of all education programs to the extent that orientation to the world of work would be stimulated by vocational education and given to all students. In addition, they identified a need to expand and improve vocational preparation for all who do not attain a baccalaureate degree in college. The task of occupational preparation was not new to vocational educators in 1968. Orientation to occupations, however, was being undertaken by only a few and in limited ways. The 1968 legislation addressed all education as well as vocation, and vocational educators were specifically charged with the responsibility of providing leadership to assist others in focusing on the world of work. Since 1968, there have been massive efforts to broaden, expand and improve vocational education. Those purposes of the Vocational Education Amendments of 1968, which were to focus on occupational orientation in education and to make a major adjustment in the total curriculum of the schools, have generated more change in education than anything in recent history.

At a time when many look to the future of vocational education there must be a hard look at the responsibilities assigned. In addition, it is incumbent upon vocational education to determine the extent the mandate of Congress is being followed and to what extent the primary responsibility is being neglected for one that is newer, more socially oriented or more difficult to evaluate within a muddle of educational philosophy.

Societal and Educational Transitions

The expanded role for vocational education undertaken since 1968 is vital to the well-being of all education. If vocational educators persist in misunderstanding this role, it could dissipate efforts to the extent that students would have little or no preparation to participate in the labor market. There is a need for all facets of vocational education, but each facet must contribute to preparing the individual for employment. Where do we as vocational educators stand today? Our understanding of the responsibilities given to vocational education and the way we communicate our understanding is definitely influencing the decisions made now and those to be made in the future.

Currently, there are several social, economic and political factors that have a heavy bearing upon the ability to develop nationally an understanding of the primary responsibility of vocational education.

Certain transitions taking place in this nation are moving us into a new age. These societal and educational transitions are known to those who will have an impact on the decisions ahead. Most social philosophers know that education in the United States is moving from teaching and learning facts to learning how to learn. Most agree that we are moving from limited youth education to life-long learning. There is an advent of many education community centers, and national emphasis on adult education has increased. Vocational education is being called upon to concentrate on a life-long education and training process.

Other transitions include the move from the age of the specialist to the age of the generalist. Vocational education has an interest in this change because of responsibility in preparing the individual for the world of work. There is a transition by education agencies from dealing only with the mind of an individual to dealing with the whole human body and emotions within the educational framework. Education, in transition, is moving from passive to active learning and from book-centered to learning-resource-centered education in most all programs. This is bringing the basic concepts found in vocational education philosophy more to center stage than ever before. Many transitions have stimulated education to talk about career education and vocational educators to talk about expanding and modernizing vocational education. Both moves have had an impact and are continuing to affect the understanding many people have of the primary role and responsibility of vocational education.

Three Change Factors

There are three slightly different factors influencing decisions ahead. One of these is the fact that we have been witnessing a rapidly growing, as well as changing, labor force. For several years, approximately four million youngsters have entered the labor force each year. Until now the the U.S. economy could adjust, even with this increase. However, the ballooning size of the labor market has not created equal increases in production and the United States, together with the rest of the world, is looking critically at the productivity of employees. In addition, the number of women moving into the labor force is currently gaining and demands the attention of vocational education. The pattern many women have established of working while they are young, withdrawing for children and then returning after age 35 is established and probably will continue. The factor of changing attitudes by women in regard to their careers and training for their vocations is important to future decision makers.

Another fact is that unemployment has reached nine per cent of the nation's labor force. Many members of Congress are asking what vocational education is doing to adjust both to high unemployment and to the changes which a nation could face when returned to normal or full employment. There may very well be greatly changed labor market needs after a time for high unemployment, economic recession and re-evaluation by the nation's consumers.

Whether the U.S. returns to an increasing labor force or continues high unemployment for several years, the unskilled worker will certainly be in a poor position. In the future, job training programs must surely continue to be one of the foremost concerns of Congress and the federal government.

A third factor influencing decisions ahead has been created as result of inactivity on the part of many public school systems. A number of different educational delivery systems have been created by Congress and utilized by federal, state and local governments to educate and train our nation's work force. Each year there continues to be an increasing amount of federal funds channeled outside the public school system for education and training programs. Funds available outside the public school systems for education far exceed those allocated to the State Boards for Vocational Education, the sole state agency in the states to plan and administer vocational education programs. Practically every federal department has funds for education and training programs, often creating duplication of facilities and administrative costs and stimulating failure to fully utilize existing institutions and facilities.

Much of the involvement of the various federal agencies in education and training is due to public education not meeting the social, educational and employment needs of people in the 70's. The function of education in the 1970's and 80's must be greatly enlarged. To train some people with vocational education and not others creates inequalities which violate the spirit of democracy. To give everyone the same training surely aggravates people and their problems. All education must, therefore, include provisions for the vocational training of all people, and public school systems must better understand the characteristics of people, their lives and their employment. The public schools must assume responsibility for a greater share of working with adults, unemployed, underemployed young adults and people who need re-training. This is necessary for education to assume a position as the major manpower delivery system of the nation.

Commitment to Vocational-Technical Education

There has been great progress in education since 1968. One of the critical questions is: will this improvement be sufficient to stimulate support? Vocational education enrollments have more than doubled in the past ten years, but even so the percent of those who need, want and can profit from vocational education is quite low in relation to the total population. Nationally, 23 per cent of all students leave school before they have obtained a high school diploma or job skills. Approximately 43 of every 100 students graduating from high school will enter college. Less than thirty of those entering college will graduate with a degree, and many of those will be unemployable. This nation's education system is very much in need of a strong commitment by the Administration. Nationally, there is evidence of a commitment to the national defense and the military, a commitment to public service employment and somewhat of a commitment to maintenance of various domestic welfare programs. *"Where is the commitment to a national manpower training program?"* Commitment from the Administration and from Congress is vital to the future of vocational education as we know it today.

What is meant by commitment and how do we get it? What are the signs of commitment at the federal level? One of the major signs of commitment for vocational education will always be federal funding. There has been a strong belief that vocational education is a national concern and should be a partnership of federal, state and local governments. With an increasing demand on the federal dollar for services, many of them educational in nature, competition for the federal dollar becomes greater each year. This is tending to create a confused situation and a competitive spirit even within the education community itself. Future decisions will be greatly affected by the level of understanding the entire education community has regarding the importance and the responsibilities given to vocational education. The acceptance of the basic concepts of vocational education by those responsible for educational agencies and institutions will surely help to reduce this dilemma. There can be no successful effort to operate vocational education programs without utilizing the expertise, the fifty years of understanding the relationships with business, industry and labor found to be important by vocational educators. In other words, Congress will probably continue to fund programs designed to prepare people for employment, but they are going to require assurance that they are in fact employment training programs. Even as early as 1968, at the conclusion of the passage of the 1968 Amendments, several Republicans in the House of Representatives filed a minority report making a valid point and making it well. The report states that, "we as a nation are spending about eighty per cent of the federal education dollar on about twenty per cent of the youth. While federal aid to education for college and college bound students is vital, some attention must be given to pre-vocational instruction and encouragement below the high school level, and much more attention will be required for secondary and postsecondary job-related vocational instruction."

There may be a time in the near future when Congress will reduce funding for education programs they determine to be lower in priority while increasing funding for other programs. There is much evidence to indicate that Congress will continue to fund Department of Labor job training programs, designed to have an impact on the disadvantaged, the adult, the young unemployed or underemployed individual at a much higher level than vocational education programs in the public school systems. The return on the federal dollar may be a great deal smaller in the Comprehensive Employment and Training Act of 1973 than in the Vocational Education Amendments of 1968, but at the same time, the political return may be rewardingly larger. What does this mean for vocational education in 1975 and 1980?

It may very well mean that decisions ahead relating to federal involvement in vocational education must be made with political awareness and understanding. In addition, it means there must be understanding and acceptance of the role of vocational education if we are to successfully seek increased federal funding in years ahead.

The expanded role given to vocational education in 1968 could easily dissipate the efforts of vocational education and delete the unique, appealing and attractive programs that have the potential of gaining increased federal support. If vocational education were to be just another education program, Congress could very well determine that it merits low priority and that federal funds could more fruitfully be used elsewhere. While all education is essential and will continue to be the most important social institution people have, vocational education must be that and more in order to survive.

The validity of the Vocational Education Amendments of 1968 are generally not questioned. There are, however, several concepts that could strengthen the legislation and help improve the role of vocational education. These improvements could assist to focus people as well as programs toward the primary purpose of vocational education. Following are some concepts which can be incorporated fruitfully into the existing legislation:

A. *Comprehensive State and Local Planning*

The most important concept to strengthen vocational education at this time is that of comprehensive state and local planning. Planning is needed for vocational education to relate to the public school systems and to other public agencies and private institutions and industries within the community. Comprehensive planning must be cognizant of and include all agencies impacting on the education and training of the individual. It should be an operational plan that yields a functional document to coordinate the efforts of all programs delivering vocational education services with those of the job development agencies and those providing supportive services to students and programs.

The State Board for Vocational Education should have the primary responsibility for the preparation of comprehensive state-wide plans for vocational education and should be accountable for progress in relation to such plans.

There should be consultation with and involvement of other state boards, agencies, and councils (such as the State Advisory Council on Vocational Education) in their planning activities.

State plans must make provision for full utilization of postsecondary vocational education (training and re-training) to prepare persons for employment. Such plans must provide supplementary vocational education for adults who have entered or are re-entering the labor market and need job training, employability skills or retraining to achieve job stability or to advance in employment, and preparatory instruction for adults who are entering the labor market for the first time.

The statewide plan must be built around population needs analysis, job market analysis, job performance analysis, curriculum resources, teacher education, leadership development, program planning, program review, vocational education promotion, student recruitment, counseling and guidance, vocational instruction, placement and follow-up and evaluation; and they must take into full account national priorities.

B. *National Leadership and Coordination*

Leadership and coordination of all vocational education programs and services at the federal level will be necessary for comprehensive state planning to be effective. There must be maintained a bureau in the U.S. Office of Education with authority and resources for national leadership.

This leadership posture must be manifest of professional staff in the bureau and in the kinds of services provided to the states. Services needed are: (1) developing standards of quality; (2) evaluation and accountability criteria; (3) monitoring of specific programs; (4) dissemination of applied research and curriculum developments; (5) development and use of a national data system; (6) preparation of an annual report for the President and Congress; (7) assisting state boards to prepare and evaluate state planning; (8) developing national reviews of vocational education; (9) planning and conducting national and regional workshops and symposia.

C. *Sole State Agency*

Authority for policy and administration of vocational education in the state must rest with one state agency for vocational education. This sole agency should develop policy for vocational education that would govern programs and distribution of funds for all facets of vocational education in the state. The lack of coordination inherent in multiple agencies and separate planning groups and commissions is detrimental.

D. *Career Guidance and Exploration*

There is a need to provide greatly expanded and revised vocational guidance and exploration programs for youth and adults. The primary emhasis of funding this new concept should be on staff development and preparation and applied research and demonstration programs. The end product should be that individuals will more successfully manage and direct their own vocational lives.

The concepts in career guidance programs include: awareness, orientation and exploration, including decision making and planning. All of these concepts deal with a life-long process that should assist students to arrive at sound vocational decisions and to formulate and follow through with career plans.

E. *Utilization of All Levels of Programs to Strengthen Vocational Education*

Vocational educational programs operated at all levels in multiple settings as the nation's delivery system for education and training for employment should be the objective of vocational education. To do this, emphasis must be given to secondary programs in the public school systems, as well as to increasing the role postsecondary institutions play in training and preparing people for employment. In addition, the adult education programs designed to provide supplementary and/or preparatory training for employment must have a larger role in vocational education.

F. *Program Services as Components of Vocational Education*

The Vocational Education Act of 1963 and the Amendments of 1968 treated the various program services for vocational education as "ancillary" or "miscellaneous." As a result, they became subsumed by other programs and have not contributed to the program as they could. Teacher education, placement and follow-up, student support programs and leadership development are necessary components of vocational education. These services should be prominently treated in federal legislation.

Permissiveness in legislation and a variety of priorities among the states have caused funds to be diverted from teacher education to other program aspects. Anticipated continued expansion of vocational education, particularly expansion in post-secondary institutions, and the outreach plan that should be employed in the adult program require particular attention to teacher education. The quality of vocational education in the future depends upon the same major element as it has been dependent upon in the past — the teacher.

The goal of Congress to make vocational education "available" to all people of all ages in all communities can be enhanced considerably by making provision in legislation for student financial support. Without such provision many students will be effectively denied the basic goal Congress seeks to achieve. Student support programs should apply to persons who are underemployed, improperly employed, imperfectly employed, and unemployed because their basic in-school education program did not provide sufficient vocational skills and knowledges for them to become appropriately employed.

Prior to World War II a kind of understanding had developed that each teacher was responsible for his or her own placement. This practice worked reasonably well, but as the size of the vocational education program enlarged, the problem required the attention of other people in addition to teachers. Concurrently with the expansion of vocational education came an urgent need for placement and follow-up data. Performance of these two vital functions of vocational education requires that renewed emphasis be given them in legislation and that follow-up become a follow-through function that is integral to all vocational education.

Public Law 90-35, Part F, Section 552, provided for Leadership Development Awards to be granted to selected individuals to pursue a three-year graduate program in the area of vocational education. Experience with the program has provided evidence that the objectives of the program were actually exceeded. The investment by the federal government produced high returns in the form of positions of leadership actually achieved by the graduates. Leadership development should embrace not only the doctoral program but also activities of program and individual leadership at the state and national level.

G. *Applied Research, Curriculum Development and Demonstration Programs Emphasized.*

Research, curriculum development and demonstration programs have been the cutting edge for improving vocational education. The partnership between the state and the federal government should remain an essential part of legislation. There continues to be a need for a strong national program for vocational education to maintain progress through research and curriculum development.

Summary

In summary, the decisions ahead relating to federal involvement will be made in response to two things — one, the role vocational education plays in preparing people for employment, and two, communication of this role to decision makers. The role that vocational education chooses for itself will be decided by those professionals having leadership positions in the program. Any new legislation and funding level decisions by Congress will be supportive if vocational education is performing a vital role. This is closely related to the political facts of life in a nation proclaiming a democracy. The fact is that the future decisions having an impact on vocational education, even at the federal level, rest with the professional vocational educator.

FUTURE DECISIONS FOR VOCATIONAL-TECHNICAL EDUCATION AS VIEWED BY A TEACHER EDUCATOR

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Introduction

Decisions are inevitable, and the failure to make a decision is, in effect, a decision not to decide and a decision to accept prevailing conditions. It appears that vocational education has decided not to decide and to accept the consequences of the confluence of forces which affect it. During this past year, however, certain events have developed which may serve as an omen of a changed future in which a decision not to decide will prove to be extremely costly. We have seen a sharp economic downturn, a rapid rise in unemployment and, for the first time, an official study by a federal agency that has been directly and openly critical of vocational education. Continued unemployment and a surplus of trained manpower, over the short run, reduce the importance of the *raison d'etre* of vocational-technical education. The response by vocational-technical education to the critical federal study has revealed two major weaknesses:

1. Vocational-technical education does not possess data with which to refute the study which can be demonstrated to be reliable and valid and,
2. Vocational-technical education is not based upon an explicit and examined framework of theoretical constructs which give meaning to those data.

Definition of the Field of Vocational-Technical Education

The most basic decision faced by vocational-technical education is the definition of the field of vocational-technical education itself. Is vocational-technical education to be solely skill training, or is it to encompass skill training and all other aspects which are implied by the term "education"? If a narrow definition which delimits the field to skill training is used, there is high probability that society will develop more efficient and more cost-effective alternate means outside of the schools to accomplish its vocational objectives. If the field is defined more broadly, then a wide set of conceptual problems must be faced. In other fields such as biology, mathematics or English, there are scholars who are engaged in investigation and further delineation of the field. The professional educators in those areas address themselves to the question of how to enable students to learn those aspects which are judged to be important to learn. Vocational-technical education, if a broader definition is used, does not have such counterparts. While there are scholars engaged in the study of vocational maturity, manpower projections, economics or production, and while there are students of efficiency and specialists in accounting and sales and home economics, none of these constitutes in itself the field of vocational-technical education. Vocational-technical education has not produced many scholars who address themselves to the substantive nature of the field itself. The definition of the field has been, in fact, determined by the terms of federal legislation. What is needed first and foremost is conceptual development in a field which has been virtually or exclusively pragmatically oriented.

Identity of the Vocational-Technical Educator

A second decision area is related to the first, that is the identity of the vocational-technical educator, an identity which should be drawn from the substantive definition of the field and which should be related to the process of education. The vocational-technical educator has no theoretical substantive field upon which to draw, and many vocational-technical educators have tended to resist the implications of accepting the general characteristics ascribed to other educators. As long as there is special purpose federal and state funding, vocational-technical education can continue to exist. If such funding ceases to be special purpose, where is the vocational-technical educator to find roots for the development of a self-identity which is not dependent upon external funding? The problem appears to be even more deep-seated, for it is apparent that in the absence of an adequate set of theoretical formulations, there is no such field as vocational-technical education. Rather, there are Vo-Ag, DE, BE, T&I, Health Occupations, etc. Each new program area has resulted basically from federal legislation rather than from study within the field itself. If there are no basic commonalities other than a few meaningless generalities, then this conference is indeed misnamed. This is not to suggest that program lines be obliterated. Each program area can continue its own essential expertise. This is to suggest that each program area is an applied field which is part of a larger system — a larger system, however, which is inadequately conceptualized.

Delineation of Those to be Served by Vocational-Technical Education

A third set of decisions involves a clearer delineation of who are to be served by vocational-technical education. Just as direction had to be given by the Congress in a variety of acts, such as the George-Dean Act, to expand the concept of programs to be included, so has Congressional action been necessary to broaden the client groups of vocational-technical education to include more minority group students, more handicapped and more disadvantaged students. It has required external pressure to break occupational stereotypes in educational programs based on sex. By and large, vocational-technical education has had to be pushed by a new set of mandates rather than itself exercising initiative or even displaying an enthusiastic reaction to new directions. Even today there is an astounding lack of knowledge by students and professionals about how many human beings are counted in these new client groups, and there is a lack of sensitivity in too many quarters to the problems faced by such groups.

If the client groups are broadened, as they surely will be, the question then arises concerning *how* the broadened client groups are to be served. What is the art of the possible? What are the instructional alternatives and their consequences?

Consideration of Moral and Value Questions

A final set of decisions not yet taken by vocational-technical education involves consideration of moral and value questions. Because of the historical pragmatic orientation of the field of vocational-technical education, moral and value questions, other than such broad consensus questions as honesty, have been too seldom raised. The disappearance of value consensus in our society makes inevitable the raising of such questions. Should the schools become unexamined channels for funneling trained manpower to certain industries? What is the role of vocational-technical education in ameliorating the dehumanizing aspect of repetitive work or in coping with the social, economic or political implications caused by the reduction of the number of farms in the United States? It was the failure to address such value questions that allowed vocational-technical education programs to reinforce sex stereotypes as work roles, and in some areas to become captives of certain industries.

Does not vocational-technical education have a duty to the larger needs of both the individual and society to stimulate employers not only to re-think their training needs but to consider a re-structuring of the world of work so as not to violate the basic nature of the human being?

Conclusions

It will be increasingly difficult for vocational-technical education to hide from these and other basic questions, the answers to which will have enormous long-range influences. New thinkers are needed to help develop a set of concepts which define the field. More viable strategies are needed to assist a larger, more diverse client group in concordance with a long overdue social trend which opens formerly closed doors to every individual, while at the same time maintaining and increasing essential standards. Vocational-technical education is faced with issues involved in the development of larger goals than skill development, including the goal of seeking to humanize occupational tasks within a set of concepts developed within the profession itself. The decisions made by the profession will affect the profession itself and possibly the future course of some of the events in our society.

DECISIONS AHEAD IN VOCATIONAL EDUCATION AS PERCEIVED BY A LOCAL DIRECTOR OF VOCATIONAL EDUCATION

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Introduction

There are many decisions ahead in vocational education, and I think the State of Tennessee has taken a forward step in the passage of the Comprehensive Vocational Education Act. As a local director, I am faced with the following questions for the future:[1]

Is preparing youth for employment through specialized education an acceptable goal of public education?[1] It is likely that both secondary and post-secondary institutions will make an even stronger commitment to vocational and technical education in the future, not only in their published statements of philosophy and goals, but more significantly in the allocation of resources available to them. They will take this posture because more youth are demanding an education which prepares them for jobs. Yesterday, Dr. Bottoms eluded to the fact that society is more willing to support education which has career preparation as its purpose.

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[1] Ralph C. Wenrich and J. William Wenrich, *Leadership in Administration of Vocational and Technical Education* (Columbus Charles E. Merrill Publishing Company, 1974), pp. 278-285.

At what level should the specialized aspects of occupational education be provided? Public schools and colleges should provide for every student, at a time just prior to his leaving the system, the specialized job competencies which he needs to be employed. For those who terminate their formal schooling upon completion of high school or before, such specialized vocational education must be a part of their high school experience.

What can be done to change the image of vocational education? Preparation for college and the professions has been urged upon children and youth by teachers, counselors and parents for so long that youth have come to believe that failing to go to college means they have missed the high road of American life. The image of vocational education on the secondary and post-secondary levels will be improved as the occupations for which these programs prepare youth acquire relatively more status. The image of vocational education will be improved as vocational education administrators offer youth quality programs which lead to satisfying and productive employment. Some of the so-called vocational programs in our high schools today are not functional, and the students know it and reject them. One major advantage of a well-run cooperative education component is that the relevance of the specialized training is self-evident both to the student and the employer. Improving the image of vocational and technical education depends both on upgrading the quality of programs and on making the public aware of that quality.

What about vocational teacher qualifications and selections? Vocational teachers should have dual qualifications; that is, they should be qualified as workers in the occupation for which they are preparing others, and they should be qualified to teach. Although the vocational teacher must be competent in the occupation which he is to teach, this competence is not necessarily determined by the number of years he has worked in that occupation.

On what basis should students be selected for specialized vocational programs? Any student who has a reasonable chance to succeed in the program and later in employment in that occupation should be given the opportunity to succeed. Interest is the most important single criterion, and students should be given the opportunity to test their interest and to prove that it is genuine.

How can we develop a comprehensive delivery system for vocational and technical education? Vocational educators must take a more active role in career education and in the continuing education lifelong learning process. Our changing technology and societal demands will not tolerate anything less.

Major Concerns of Tennessee Local Directors

Before coming to this conference I conducted a survey of local directors throughout the State of Tennessee. I now bring to you some of their major concerns in regard to future decisions to be made. These concerns are:[2]

1. Establishing and implementing the prevocational program for seventh and eighth graders which we believe will be one of our most important accomplishments, because in order for it to be implemented correctly, every phase in education, industry and business should be included.

2. Finding competent, qualified instructors for all areas of vocational education, both in present programs and proposed programs. Major emphasis should be placed on teacher training and curriculum development in the future. We need more intense teacher training in both vocational and academic areas, whereby both areas can more fully understand one another.

3. Promoting an awareness within each school and community of the need for vocational education. This can be done by utilizing filmstrips, a vocational awareness lab in each school or guidance office, descriptive brochures, radio and TV presentations, a mobile unit to be constructed to use in shopping malls with descriptive handouts, slides and audio visuals to aid the public in becoming better acquainted with vocational programs. A career awareness job information bus could also be utilized in the community.

4. Will vocational education become a second school system or will it be incorporated within the total educational program? Will vocational education lose its identity in the regular academic educational program? How can we develop a better relationship and loyalty among vocational educators and between vocational and academic teachers? We must cease to dichotomize between academic and vocational education. There are advantages of including vocational and academic education in the same school setting. There are also advantages of the separate comprehensive vocational center. Vocational education programs and academic programs are most usually housed in separate wings in comprehensive schools. Would not it be ideal for the vocational office education program to be housed next to the English and research department? Why not house the electronics lab next to the mathematics department? Why not house auto mechanics and the study of the combustible engine near an applied physics program? If vocational programs are taught in the comprehensive high schools, there should be an assistant principal of vocational education appointed to the school.

I began my dissertation last year as an EPDA recipient. In my dissertation I have studied attitudes toward and knowledge of vocational education of high school principals throughout the State of Tennessee. Most of the scores on the instruments I used were very low; therefore, I can see a need for separate centers in some areas.

In some areas it would be better to have a separate center with an administrative leader well versed in a graduate program of vocational and general education. This person would probably prove to be more innovative and progressive in programs for vocational education than would the typical secondary school principal in the State of Tennessee.

Counties should be allowed to survey their needs and to decide whether to add extensions to existing schools or to build new centers. Each locality is unique, and one overall plan calling for either a center or additions to the high school would not be in the best interest of vocational education throughout the state.

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[2] A survey of local directors of vocational education in the State of Tennessee was conducted by Betsy C. Heineman, Local Director of Vocational Education, Clarksville-Montgomery County Unified School System, Clarksville, Tennessee, April 1, 1975.

5. How can we bring about community involvement and appreciation? We must utilize local advisory committees. Here is the expertise by which we may obtain advice in curriculum development, updating vocational equipment, facilities specifications, placement and manpower needs. We must also utilize our buildings at all times for adult and continuing education.

6. How can we develop a better appreciation on the part of the individual in regard to the world of work? This can probably best be accomplished in an all out effort for career education in both academic and vocational education.

As Sidney Marland stated: "The number one priority in all education should be training for careers to enter the adult life in the future."[3]

7. How do we eliminate sex discrimination in our schools? This has been a target of the General Accounting Office in Washington. There seems to be a general recognition of the conditioning process by which boy and girl children are taught societal definitions of the roles they are expected to play. Just listen to these nursery rhymes:

Jack be nimble,
Jack be quick,
Jack jumped over the candlestick!

Little Miss Muffett
Sat on a tuffet,
Eating her curds and whey.
Along came a spider
And sat down beside her
And frightened Miss Muffett away!

Yes, girls are expected to be passive, quiet, sweet, and play with the dolls, while boys are expected to be inquisitive and to become the problem solvers of the future. Parents, teachers, society, and guidance counselors are to blame for this brainwashing. I'm quite happy to report that one of the schools in my county has an equal number of girls enrolled in building and trades for next fall. Such statements as "your place is in the home" definitely influence vocational choice. The U.S. Department of Labor stated in 1968 that 2.7 million women workers were heads of families. We cannot afford to be discriminatory.

8. Finance is another concern — we must have adequate finances to enable local systems to employ the necessary teachers and supervisors. As local directors, we must insure the credibility of all the new money applied to vocational education.

9. Supervision at the local level must be adequate to see that the job is done, especially with T & I programs, since we are dealing with teachers with limited formal training.

Sidney P. Marland, "Career Education 300 Days Later," *American Vocational Journal*, 47:16, February, 1972.

10. Curriculum is another concern. A curriculum lab must be organized to as high a degree as possible to furnish a curriculum designed with the total outcome in mind. We must assure a continual updating of instructional programs.

11. Guidance must begin in the elementary grades.

12. Another concern of local directors is the coordination of vocational programs in vocational centers with home schools of the enrollees.

Conclusions

Vocational educators had better get into politics and fight for survival. Vocational education in Tennessee is in the limelight and many academic educators are jealous. They are influential in many places and are not hesitant to take a crack at vocational education. Are we selling our legislators on vocational education?

As I see it, vocational-technical self-preservation is a decision we must face. Do we in vocational education realize this and do we have the vigor and vitality to press forward?

Our big decision is: Where do we go from here?

FUTURE DECISIONS FOR VOCATIONAL-TECHNICAL EDUCATION AS VIEWED BY A STATE DIRECTOR

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Introduction

There are three basic objectives of any public vocational education curriculum. They are: (1) meeting the manpower needs of society; (2) meeting the vocational education needs of all educable and trainable people by increasing the options available to them; and (3) serving as a motivating force to enhance all types of learning as they apply to the individual learner. Today it should be recognized that the manpower needs of society as a whole are vitally important to the welfare of all people in this nation. Every institution of our society requires trained manpower if they are to survive.

This nation is gradually recognizing that the welfare of our society depends upon the well-being of the total population. More attention and more emphasis are now focused on equal educational opportunities, equal employment opportunities and full employment for those in the labor force. Such areas as consumer education, sex education and homemaking education are considered essential to the survival of the basic family unit.

Changing Manpower Needs

The manpower needs of society today are rapidly changing, and they will be accelerated in the future. The time is rapidly approaching when very few people can expect to engage in exactly the same productive activities for any extended period of time. The long-term trend of the labor force has been a steady decrease in the proportion of unskilled workers. Increased mechanization has replaced unskilled workers in many types of employment. Once unskilled labor is replaced, it is no longer needed.

Another long-term trend has been a steady decrease in the proportion of the labor force involved in producing goods. This is the case in agriculture and in manufacturing industries. In these industries, mechanization has resulted in a demand for higher-skilled workers, a decrease in the need for unskilled workers and a decrease in the proportion of the labor force involved in these industrial areas. At the same time, there has been a corresponding increase in employment in service occupations and in clerical work.

Changing Emphasis of Vocational Education

A study of the historical development of this country indicates that there have been three significant stages of economic development: (1) the *first* period was the agrarian stage when natural resources were the critical determinant of wealth; (2) the *second* period was the industrial stage when the accumulation and use of capital were the keys to economic growth; and (3) the *third* period represents an emerging post-industrial economic stage in which human resources have risen to prime importance in our society.

Vocational education had its beginning during the industrial phase of economic development. During the industrial phase, it was natural that vocational education concentrated on meeting the needs of employers who had to have trained people in order to utilize their capital efficiently. In this type of economy, human resources development was clearly subordinate to the short-term needs of the labor market.

In 1963, the Congress of the United States recognized that vocational education needed to shift its emphasis to the development of the nation's human potential and the employment needs of the people. This was considered to be more important to the national economy than the short-term labor market needs. Long-term shifts in the needs of the labor market are still very important since no one wants to prepare people for occupations where additional manpower is not needed. However, the increased interest has been in a sizeable expansion of occupational education so as to serve more people, to serve different types of people and to expand the breadth of program offerings for the people.

The new approach to vocational education views the economy in a different light.

It would not exclude any student who could benefit from the program. It would design courses and curricula to make sure that each student could profit from the instruction offered.

The Declaration of Purpose in the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 clearly state that:

"It is the purpose of this legislation to assist the states to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youth who need the earnings from such employment to continue their vocational training on a full-time basis so that persons of all ages in all communities of the state — those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools — will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and abilities to benefit from such training."

Assessment of Vocational Education

We are now in a period of assessment, attempting to determine our accountability in implementing vocational education across this country as was intended by the Congress in its legislative actions and in accord with the present phase of economic development when human resources development is of prime concern. The questions that are calling for good answers seem to be: How well have we conceptualized the vocational education needs of the people? Have we wholeheartedly accepted the idea that all educable and trainable people are deserving of equal educational opportunities and equal employment opportunities? Do we really believe that individual life fulfillment largely comes from one's productive role in economic pursuits which are beneficial to society? Are our vocational education programs and services relevant to the needs of the people and reasonable expectations for productive employment in the "world of work"? Are we organized to serve people of all ages in all communities with instructional programs of high quality — programs oriented to their interests, needs, and ability to benefit from the instruction?

We are now taking a hard look at vocational education across this country to determine whether it is getting the job done and what should be done to improve its effectiveness as we look to the future. The key words these days are accountability, relevance, effectiveness and management for results.

Developments in Vocational Education

When one looks at developments in vocational education during the last ten years, there are several significant struggles that come into focus. There has been a positive struggle to conceptualize an effective system of education with vocational education playing a major role. This is exemplified by the "organic curriculum" under the leadership of Francis Keppel, David Bushnell and Robert Morgan, and career education under the banner of Sidney Marland. These efforts have attempted to conceptualize a comprehensive system of education from the cradle to the grave. There is no question that a comprehensive system is needed with coordination and cooperation at all levels and by all components of the educational structure.

If one will carefully examine the Vocational Education Amendments of 1968, I believe he or she will find a sound piece of legislation for vocational education. It has not been adequately funded, and inadequate attention has been given to some of its provisions. That piece of legislation calls for a comprehensive instructional program at the local educational agency level which would be supported by certain ancillary services to insure an instructional program of high quality — one that is relevant to the vocational education needs of the people and to the manpower requirements of the labor market. It calls for a comprehensive teacher education program which is supported by several reinforcing disciplines, such as administration and supervision, research and related activities, curriculum development, and guidance and counseling. It calls for more effective administration and leadership, needs assessment, long-range and annual planning, appropriate facilities construction and maintenance to house the program offerings, program evaluation and accreditation. Overall, I believe it calls for effective management for relevant results.

We are now considering new vocational education legislation. The Vocational Education Amendments of 1968 expire June 30, 1975. The Appalachian Redevelopment Act expires June 30, 1975. The Economic Development Act expires June 30, 1975. The Comprehensive Employment and Training Act of 1974 is due for re-evaluation in 1975 and 1976. Many state legislatures are considering vocational education legislation. What are the real issues involved? What do we need in the way of legislation to improve vocational education in the years ahead?

Conclusions

I will conclude my remarks with these suggestions: I believe that future decisions for vocational-technical education must be based on the life-long educational needs of all educable and trainable people who can make a productive contribution to our economy and assume a responsible role in our society. All states must become increasingly responsible for their actions in serving the vocational education needs of the people. If the state leadership can expect appropriate support from the public, it must be adequately responsive to the vocational education needs of the people and the manpower requirements of the labor market. There must be a continuing systematic approach to the development of a statewide comprehensive program plan that provides for realistic programs, services and activities which are of high quality. Such an approach needs to place responsibility for management and control in a sole state agency. It should require an annual needs assessment followed by long-range and annual program planning. It should provide for the essential supporting services to assure an effective teaching-learning process. It should provide for an adequate financial budget that gives emphasis to forward funding. It should provide for a broad-based comprehensive approach to statewide program evaluation leading to institutional and program accreditation. It should be structured so that the entire program is carried out on the basis of management by objectives which will lead to significant results. This means clarification of mission, goals and objectives.

CONCURRENT SESSION: PLACEMENT AND FOLLOW-UP

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Introduction

It seems trite to ask the question, "Why should the school be concerned with assisting each individual in making a successful transition from school to work?" Yet, observation of the current educational scene indicates that this transition has been highly neglected by the educational system. It is rather ironic that the earlier an individual leaves school for work, the least help he is likely to receive; thus, those who must choose earlier and who are less able to choose receive little if any assistance in moving from school to work.

An examination of the responsibility of the school, the characteristics and needs of students and the nature and complexity of today's society reveals a need for the school to accept the responsibility for providing an organized and systematic program of job placement.

Rationale for Job Placement

A. *Students need to see a relationship between school courses and work.*

For large numbers of American youth, the public school system represents a maze of meaningless activity leading nowhere. They fail to see any relationship between their current school experiences and some identifiable step beyond school. Such a view is especially common to the large percentage who do not go on to higher education or who drop out before completing high school. Education at any level should be evaluated in terms of the extent to which students are prepared for and are assisted in taking and implementing *the next step.*

An organized job placement program enables students to become aware of their needs and encourages them to take constructive action to meet those needs. One of the most significant reasons for structuring an effective job placement program is to motivate students to complete their education and to realize the possibility of becoming employed. This is especially true for the disadvantaged.

Attempts have been made to motivate students through meaningless phrases such as: "You need this because it is hard and it makes you think." Students can best appreciate the need for successfully completing the subject matter when they reach this decision themselves. Students should be encouraged to successfully complete course programs by direct involvement in meaningful experiences that allow them to see the use of subject matter learning in mastering the broader environment. In addition, peer groups are especially effective in motivating students to complete courses, particularly when their members see available job prospects and are willing to obtain course qualifications for job entry. This is done for the college-bound. We should be able to demonstrate to students that if they do well in these types of courses, they will qualify for certain types of jobs.

B. *Students have a need to be psychologically prepared for work.*

In most surveys regarding student need for assistance on particular problems, the question of getting a job has usually ranked on the top of the priority list. A comprehensive job placement program can help students develop confidence and a feeling of security. In developing a job placement program, the question is not "Do our students get jobs?" The real issue is, "Do our students get the best jobs, suited to their individual needs and commensurate to the training they have received?" This question implies that job placement begins when the student enrolls in the school. It follows to suggest that the job placement program goes well beyond helping the student get a job; it includes assisting the students in career decision making, planning and preparation.

One only has to recall his first attempt to obtain employment to realize the feeling of insecurity and lack of techniques experienced by many students as they attempt to obtain adequate employment today. In addition, these feelings are coupled with ignorance about avenues available.

The job placement program for many students must be seen as a continuous process that goes beyond the point of separation from school. In studies of the job placement problems of disadvantaged and handicapped groups, it has been found that the basic problem facing them was not in finding a job but in adjusting to and retaining the job. Thus the job placement program of the school must be extended beyond the point where the individual leaves the school. It must go beyond assisting the student in obtaining and retaining a job. It must assist him in moving out of the dead-end entry level jobs and up the career ladder.

It must also help other individuals re-enter the educational stream so they too can move up the job ladder. To do this, the school job placement program must offer assistance to out-of-school youth and adults in order to help them obtain a job or a better job. This involves a continuous guidance and counseling service to help them re-enter the educational system.

C. *Students need an organized and formal procedure in preparing for, planning for, and entering the world of work.*

The nature of today's labor market makes it imperative that schools take steps to bridge the gap between school and the student's entry into the labor market. Today's youngsters are isolated from the sight and operation of industry. A tremendous gap exists between what the student needs to know in order to enter an occupation and the knowledge that he has acquired from his limited observation. The labor market is competitive. When two equally qualified persons apply for a position, who gets the job? It is the one who understands, either from experience or training, the intricacies of job hunting and who knows himself in relationship to occupation.

The technological age has been marked by continuous change in social and economical settings. Most of us grew up in a time when it was advocated, "Finish high school, young man, and you will have it made." We all have said, "I will be glad when I get through with this course or school: I will never have to go back to school again." But learning must be a continuous part of the lives of all individuals.

The mobility of America's workforce demands that information be provided to students preparing to enter mobile fields. If a student is planning to enter a mobile field, facts related to this mobility must be provided to him before his time, ego and money are invested and before he is so committed that he cannot change his direction.

D. *The school must accept the responsibility for assisting each individual to prepare for, to plan for, and to implement his next step.*

The school has the responsibility of helping each individual to make the transition from school to work. Many students, if left on their own to make the transition, often settle for employment which is not commensurate with the education they have received. Some spend years trying to adapt to the wrong job, some get jobs only after a lengthy period of time, and some become discouraged through waiting. It is believed that through a placement program the student can make a better decision and adjustment than he/she can without it.

Some say that the responsibility for job placement rests with agencies outside the school. This point of view is not acceptable for several reasons. First, it seems impossible to separate an effective job placement program from an effective total school program. Something is missing if students are provided with education but no assistance in finding a job where that education can be developed to the fullest. Second, the school is more likely to be concerned with the vocational development of its students than are agencies outside the school. Vocational development involves assisting the student to focus on such basic questions as "What do I want out of life?", "What abilities do I have to offer?", and "What success can I reasonably expect in life?" These are questions that all students need to consider. The answers will not always be the same because additional experiences and the movement of time have a way of changing answers that individuals give to these questions.

An effective job placement program is a logical part of a school program, but a school should be concerned with what is best in all areas for the student. Agencies outside the school are not well enough acquainted with the student to develop a pattern of skills, attitudes and understandings which constitute an effective job-seeking behavior. However, for a total job placement effort to be successful, both public and private agencies should be utilized as additional sources for the students to meet potential employers. Still, the primary responsibility for developing an effective job placement program must remain with the school.

Acceptance of this responsibility should result in the school being viewed by the student as the best place to be in order to get a job, and this should further result in the creation of a new climate within the school. In some instances, this may be the first concrete sign of meaningfulness that some students have been able to see in the school. The establishment of an effective means of assisting each student in making a successful transition from school to work will result in the school developing appropriate channels of communication between its officials and the world of work, which will accelerate many needed changes in school programs.

Great strides have been made in this country in developing close liaisons between secondary schools and the colleges. One can hardly question the fact that this liaison has had much influence on the nature of secondary school experiences provided to youth. Yet, equally effective channels for the exchange of information have not been developed between the schools and the major consumer of its products — business and industry. For the college-bound, the youth who need our help the least, the educational system has taken great strides in developing very concise, step-by-step procedures through which the schools assist students in matriculating into college. Education must accept the responsibility for offering equal assistance to the work-bound student at all levels, both at the point of transition and in the preparation for transition, so that all students will be provided the same assistance now provided for the college-bound.

Another practical point is that job placement gives the school and guidance program invisible payoff in the eyes of students, parents, community and business leaders.

The prolonged period of dependency required of today's youth by certification requirements and union regulations intensifies their feelings of uselessness and alienation. With the passing of the guilds, farm work and small businesses within the home, the sight of formal work has become farther and farther removed from the lives of modern youth. Perhaps the school is the single most appropriate agency for systematically preparing youth to enter the world of work. Such a systematic effort should help to bridge what many youth see as a "credibility gap" between the announced purposes and the actual outcomes of public education.

Since work is the next step for nearly sixty percent of the nation's high school youth, transition from school to work is too important to be left to chance. Work-bound youth need at least as much assistance as college-bound youth; indeed, the immediate alternatives available to them are in some respects broader and more complex.

Job Placement Objectives

A. *Product Objectives*

Broad objectives (goal)

1. Students will identify with work.
2. Students will develop understandings about the structure of the world of work.
3. Students will develop competencies needed of the employee.

Behavioral objectives

1. Students will identify with work.
    - a. A student uses the problem-solving approach to occupational choices. The student considers alternative choices and implications in making short and long range plans concerning his occupational goals and use of leisure time.
    - b. A student demonstrates appreciation for job performance by:
        - 1) meeting task specifications
        - 2) conducting self-evaluation of the products of his work
    - c. A student shows that he has respect for himself, for others, and for property by:
        - 1) practicing personal hygiene
        - 2) dressing neatly and appropriately for his job
        - 3) considering all communications relating to job performance
    - d. A student demonstrates a positive attitude toward the role of work by:
        - 1) being punctual to work
        - 2) following prescribed job instructions
        - 3) completing assigned job tasks on time
        - 4) practicing assigned job standards
        - 5) practicing stated and accepted ethics on the job
2. Students develop understandings about the structure of the world of work.
    - a. A student relates his personal characteristics to his desired job clusters and his work goals.
    - b. A student identifies and describes the jobs available in the local, state and national communities included in his preferred job clusters.

B. *Process Objectives*

The school should:

1. Provide students with those experiences which will enable them to develop a pattern of skills, attitudes, understandings and knowledge that would make for a successful transition and adjustment to the world of work.
2. Provide a vehicle through which students and employers are brought together.
3. Provide for a "job development" effort in placing the disadvantaged and handicapped students.
4. Provide a continuous program of job adjustment counseling to students in need of such assistance.

5. Make its resources available to out-of-school graduates and dropouts.
6. Conduct a systematic follow-up study of each student.

Program Design

There are at least three strategies which one can consider in the establishment of a job placement program within the school: centralized, decentralized and cooperative. In a centralized job placement program, a placement officer performs most of the work connected with placing graduates on jobs. But too often centralized job placement programs have tended to place more emphasis on the mechanical aspects of job placement and have ignored the development of appropriate attitudes and understandings on the part of students. The decentralized job placement approach gives the teacher complete responsibility for the job placement program, and usually that which is everyone's responsibility turns out to be no one's responsibility. In the cooperative job placement strategy, the teacher and guidance specialist share in the responsibilities of providing an organized and systematic job placement program. The teacher provides experiences and activities designed to enable students to develop understandings and attitudes needed to enter and adjust to the world of work. The guidance specialist coordinates the total job placement effort, provides teachers with leadership, resources and constructive assistance, and provides the students with counseling and other assistance as needed.

A cooperative job placement approach has many advantages for the school setting: (1) It makes possible the centralization of placement records within the school and avoids confusion by providing a single place of contact for all potential employers; (2) It gives teachers an opportunity to develop a sense of professional responsibility and pride for preparing students for employment just as they now do for college; (3) The cooperative placement activities can be extended beyond the school and the community through a school community advisory committee on guidance and placement, with a school exercising control of the in-school component and coordinating the complementary out-of-school component on the behalf of its students, school-leavers and prospective returnees; (4) This enables teachers, through their involvement and outside contacts, to gain greater knowledge about both the world of work and the students and how their subject matter relates to the world of work ; (5) It lends itself best to a varying organizational pattern of job placement in keeping with the size of the school and enables the guidance specialists to mobilize the entire staff toward a particular decision point for more students.

Recommendations for Developing and Implementing A Job Placement Program

A. Job placement is more than matching students with jobs.

The school must do more than match student and employer. The school must assume responsibility for assisting a student in the clarification of goals, providing him with knowledge about the labor market, helping him in evaluating his qualifications and abilities in terms of job opportunities, assisting him in developing the flexibility needed for adjusting to a fluctuating society, providing him with appropriate preparation for entering a job, and providing special assistance to help maintain employment and move up from dead-end entry level jobs.

B. Job placement must be pursued with the same degree of commitment of resources, organization and earnestness that prevails in the rest of the school.

The successful placement of a student on a job is the final step in one phase of education which, if left to chance, can destroy much of what the school has done.

C. The total school staff must accept the responsibility for job placement.

Job placement cannot be carried on in isolation of the other aspects of the school program. The total school must develop avenues that lead to work with the same clarity and concentration that is now focused on college.

D. The job placement program must be seen as a continuous process.

Many students, particularly the disadvantaged and handicapped youth, will need post-school assistance if they are to successfully adjust to the world of work.

E. Someone must be assigned the responsibility for developing, implementing, and conducting the job placement program.

This responsibility should be assigned to a member of the guidance staff. He should coordinate the involvement of both in-school and out-of-school resources in the job placement program.

F. Resources of the job placement office should be made accessible to all students.

The program should be so organized that all students, academic and vocational, are involved.

G. The school should take as much pride in its job placement efforts as it takes in its college placement effort.

H. Part-time or summer placement of students should be purposefully planned in terms of the student's tentative career goals and in terms of furthering career development.

Too often maximum utilization is not made of part-time and summer work experiences for students. When possible, such experiences should be planned in conjunction with counseling so that such experiences might be fully utilized for career decision making and planning.

I. Job placement personnel should be on a twelve-month contract.

In organizing and conducting the job placement program, an advisory committee should be established which includes representatives from the school, from business, industry, unions, state employment service, civic agencies, etc. The person in charge of placement must have funds for travel and freedom to leave school during the day.

J. Developing jobs for the hard-to-place student requires that the school assign someone the responsibility of making personal contacts with employers and providing youth with continuous assistance.

K. Job placement is not something that can be carried out ineffectively if it is to have an impact. The objectives must be 100 percent successful job placement for all those available for employment, including both graduates and dropouts. By *successful placement it is meant they are still employed six months later, and that they are employed in a job commensurate with their abilities, preparation and career plans.*

L. Personal contact with potential employers must be the rule and not the exception. Schools must develop the same relationship with "gate-keepers" to employment that schools have developed with the college admission officers.

M. Involve students in the job placement program. Students can perform many of the tasks required to carry out an effective program such as preparing profiles on major employers of former students, keeping records, conducting follow-up, etc.

Summary

For those who would question the merit of such a systematic effort in job placement for the work-bound youth, let me conclude with a reminder of the activities and materials that go into helping the college-bound youth make the transition from school to college.

First, much of the attention of the school has been related to college. For example, students have been consistently reminded that mastering certain curriculum experiences is necessary in order to get into college. Why can't the same relationship be built between the school and work? Will this not be meaningful to these students?

Second, the counselors usually have an in-depth knowledge about the colleges their students are most likely to attend, and they spend many hours assisting students to study the pro's and con's of different colleges. Wouldn't the same be required in order for a counselor to do an effective job in assisting students in making a transition from school to work? The counselor must have similar knowledge of businesses and industries the student may enter, and he must assist him to examine the pro's and con's of each in terms of what they can mean to him.

Third, volumes of college catalogs are available which provide detailed information on entrance procedures, requirements and other options available within the college. Why can't profiles be developed of major businesses and industries which employ 75 or more people in a given region or state in order to provide a student with detailed information about different jobs and entrance requirements, salaries and the process one follows in making application for a job to the company? Through Dr. Beverly Johnson's work, we are moving in that direction in Georgia.

For those that employ 75 people or fewer, but who employ many of the school's students, the counselor could make profiles on industry in his area. Most occupational information that we have is too generalized. There must be specific application to the students of a particular geographical locale to have considerable merit in making specific plans for one's next step from school.

Fourth, college-bound students are assigned in making every decision involved in entering college: completing the application form, taking the college boards, being interviewed by the college admission officers and in other ways. Should similar assistance not be provided to the student who plans to enter work? Certainly, the maze of businesses and industrial opportunities available today must be extremely complex when compared with the simple task of selecting a college from the few hundred that may exist in a particular region.

Can we justify not providing similar assistance to the work-bound youth?

VI. Tasks To Be Performed In Making Program Design Operational

Process Objectives Of A Placement Program	Tasks To Be Performed By The Coordinator	Tasks To Be Performed By Teachers	Planning Tasks To Be Performed
The school provides students with those experiences which will enable them to develop a pattern of skills, attitudes, understandings and knowledge that would make for successful transition and adjustment to the world of work.	1. Provide teachers with resource material that has to do with orientation to work. 2. Indicate curriculum changes needed at all levels of education. 3. Conduct in-service programs for local school staff. 4. Coordinate and assist teachers in planning and conducting activities designed to relate their subject matter to the world of work. 5. Conduct individual counseling sessions with students regarding transition from school to work. 6. Conduct organized group guidance classes for students. 7. Arrange conferences with students and parents. 8. Conduct testing and test interpretation.	1. All teachers grades 10-12 develop special activities for relating their subject matter to the world of work and schedule such activities on a continuous and systematic basis. (Most of the work that has already been presented is directed toward the accomplishment of this objective.)	1. Counselors and teachers work together in identifying, scheduling, and developing activities that each teacher is to carry out in relating his subject matter discipline to the world of work. 2. Counselors develop and schedule group guidance sessions. 3. Counselors plan and conduct in-service for staff. 4. Counselors survey and disseminate resource materials.
The school provides a vehicle through which the students and employers are brought together.	1. Arrange for employers to visit the school on designated dates to interview students. 2. Serve as continuous clearing house for obtaining and disseminating placement opportunities to students. 3. Maintain continuous contact with industry. 4. Develop a counselor's guide of local industry. 5. Prepare students for employer visitation to the school to interview students. 6. Coordinate the employer visitation to the school to interview students. 7. Refer students to potential employers. 8. Maintain an active file on job vacancies.	1. Assist students in preparation of job resume. 2. Conduct visits in locating and obtaining a job. 3. Conduct units on how to obtain and hold a job.	1. Develop a student's guide to local industry. (Beverly Johnson's material offers a good format.) 2. Counselor must establish contact and two-way flow of information with: (a) Business and industry personnel managers. (b) Department of Labor. (c) Unions and apprenticeship programs. (d) Industry and business-sponsored programs. (e) Newspaper want ads. (f) Vocational Advisory Committee. 3. Counselor must develop a procedure for job development, for obtaining job requests, for recording, disseminating and updating information.

	9. Develop procedures for locating job vacancies utilizing existing resources. 10. Assist teacher to work with students in preparing for a job interview and locating a job. 11. Place students in part-time and summer jobs.		
The school provides a continuous program of job placement counseling to students in need of such assistance.	1. Work with employers in helping youth to make successful adjustments to work by: (a) Scheduling at least one follow-up counseling interview with each student placed on the job within six weeks. (b) Obtaining employer assessment of the student within six weeks. (c) Encouraging teacher to stay in contact with former students. 2. Provide special counseling to students experiencing job adjustment. 3. Develop information on job ladders that exist in different types of industries. 4. Conduct group and individual counseling sessions with students employed part-time or during the summer for the purpose of aiding students in maximizing potential learning from such experiences.	1. Vocational teachers conduct a personnel follow-up of their students during the first three weeks of employment.	1. Develop a systematic procedure for determining which students are having job adjustment difficulties and for providing them with assistance. 2. Identify those school and community resources that might be tapped in providing job adjustment counseling and develop a procedure that would make these resources accessible to students.
The school makes its resources available to out-of-school dropouts.	1. Make available to former students upon request information on job vacancies. 2. Organize cooperative bridges with other agencies that can assist local schools in placing graduates. 3. Inform graduates and dropouts of continuous job placement service. 4. Maintain information on job vacancies. 5. Develop procedure for maintaining contact with graduates and dropouts, unemployed.		

VI. Tasks To Be Performed In Making Program Design Operational (Continued)

Process Objectives Of A Placement Program	Tasks To Be Performed By The Coordinator	Tasks To Be Performed By Teachers	Planning Tasks To Be Performed
The school conducts a systematic follow-up study of each.	1. Coordinate the collection and compiling of a follow-up report. 2. Develop follow-up forms and disseminate. 3. Work with teacher in conducting, compiling and interpreting the follow-up study.	1. Conduct, compile and interpret follow-up data for the school and make necessary changes in the school program.	1. Develop a follow-up procedure.

CONCURRENT SESSION: PREVOCATIONAL

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Introduction

The theme of our conference implies taking a look at the future, and I really don't consider myself a futurist. It's probably as difficult for me to plan ahead as it is for anyone in this room. Take a look at where we ought to be going, what we ought to be doing. I heard some comments this morning which helped me out a little bit in trying to plan for the future of prevocational education. People were referring to "across the board" and to such things as "practical arts" and "useful". We identify prevocational courses quite readily, yet I kept hearing that we really don't know what prevocational ought to mean so far as future planning program development is concerned. I heard some indications that we need to broaden the spectrum of vocations and prevocations so that we indeed have a greater impact than the one which exists at the present time. That brings about a whole series of problems.

The Future of Prevocation

One assumption is if we have a sound prevocational program, a strong program identified on paper, it will assist students in making appropriate and practical decisions about their lives, at least in so far as what class to take next. The assumption, therefore, is that those students that we find in our vocational programs have made a decision based upon their interests in certain vocational areas. And yet in more cases than I care to recall, students apparently take vocational-technical education for reasons other than vocational education being an area they want to pursue.

One reason why certain students opt for certain classes is that they consider them to be better than English or U.S. Government or Consumer Math. If we're going to broaden out the concept of prevocational education as it's being done in a few classrooms and in a few programs, we're going to have to take a look at another very important ingredient. In a number of these schools we have visited, we have found that our prevocational courses include substantial skill and knowledge so that students can move into another prevocational course or vocational course with certain prerequisite skills — not for a life outside the classroom, but for the next course. There is a need to a degree to change that orientation. The concern for what is useful to what is luxurious in education is one that is very real with many students. When the prevocational program under the traditional heading and the career education have absolutely no relationship to the life of the enrolled students, we have one of the fundamental problems of prevocation for the future. We continue to draw distinctions between those things which are vocational and those things which are not vocational.

I think we have a responsibility as vocational educators secondly, as educators primarily, to take a look at the practicality of what's being taught and what goes on in schools. I feel quite strongly about the fact that education should be useful. The useful part of education comes more than those service areas which you and I may represent. Therefore it means to me, at least in the area of prevocational education, that we have a job to do which includes getting off that island that was referred to this morning.

Contemporary high schools and junior high schools have very serious communication problems — not necessarily between students and teachers, although that does exist and not necessarily between parents and students and faculty because that too does exist, but between faculty members. There is something about vocational educators that sets them apart from those people teaching general education. To some degree we have not yet overcome this. High school buildings are built to eliminate effective communication. In a campus-style high school people occupy certain rooms or certain areas and this arrangement does not allow for communication.

The Role of Vocational Education

If we expect to fully develop the concept of prevocational education, we as vocational educators need to assist in those areas that are not fully identified as vocational. An example: You're meeting with a faculty — a high school faculty — to talk about career education. The faculty is excellent, open, critical and yet receptive, direct and yet kind. The faculty has one chemistry teacher. We have been talking about the application of what we do no matter what we teach — application to vocations. You say, "Can you as a biology teacher relate what you do in your classrooms to vocations? As a social studies teacher, can you in some fashion relate to the world of vocations?" A chemistry teacher comes up to you afterwards and says, "You know, I've been thinking about it, and I cannot apply chemistry. Tell me what I can do." You have the knowledge, the experience and the background to show other teachers who are strictly subject matter-oriented.

I feel quite strongly that there is a need to show more cooperative endeavors between those areas which are classified as vocational and those which are not. This distinction should be removed. I recognize the problems as far as funding is concerned. In career education, you cannot leave out prevocational. Prevocational education should involve not only people who come from the special vocational areas, but those people involved outside the special areas. We're trying to eliminate, to some degree, the distinction between courses and classes which are vocational and those which are not. We're doing this by mixing faculty.

We're utilizing the clusters as developed in the state of Ohio, and we have developed a three phase program. The first phase allows a student to take a look at the vocations that are represented in one cluster, based primarily upon the student's interest. The second phase is, of course, based upon the availability of that particular program in that particular school. In grades 7, 8, and 9, the program is built around one-third of doing in the classroom either through assimilation or gaming, one-third pencil and paper activities, and one-third experience in the community. Now, that's a scary thing to embark upon, because there are a lot of teachers who do not think that the community is ready to handle these students. After teachers go into the community, we have found the community more than receptive and more than willing. Business and industry have grasped upon this idea as a way in which the community can help students gain a total education.

We have found that teachers have a difficult time making the transition from being people who normally give information to people who gather information — serving not as givers, but as co-workers with students. In many cases, teachers are going out to businesses and industries where they have no understanding, no knowledge, no information about how and what goes on there. So we have seen this as a growth situation for students and also the faculty involved.

In Portland, Oregon, a developed program is called the "sandwich" program. There's nothing which you would call unique about the "sandwich" program, except that there has been a commitment to prevocational education at the junior high school level. They've had to utilize the community. They have done this in the summertime, with students identifying areas of interest in the winter. Programs are developed based upon those areas of interest identified by the students. These programs take place during a three-week period in the summer. Students go to high schools or in the community in some type of service program. The students are actually doing "hands on" activities in the community. Many people said at the announcement of the program, "Hey, I'm not going to send a junior high school student down to sit in a lawyer's office and watch that guy work." But now, many realize there are some things a junior high school age and high school age student can do in a law firm. This experience allows for a "hands on" idea of what a lawyer's life might be. We must try to muster the talents of a faculty — not only talents in subject matter, or vocational skill, but talents that they have *as people*. We need to see exactly what teachers can do in providing greater experience for the *application of knowledge*. A program like this one just described has paid out double dividends because it has required teachers to take a step outside the classroom and try to put under practice the statement that "learning does not occur only in science buildings." As teachers learn more in the community, they bring the information to students and take students to the community so they can discover the information. It also allows the teachers to make adjustments in their particular subject matter areas. A geometry teacher, for example, went to work with a forester for a period of time to find out what could be available for students and what as learning could be related in the classroom.

Question: "I see a conflict between what might be done in the junior high and what will be done in the senior high. I mean, going out in the community in the junior high and then having the same experience in the high school — still going out to do surveys. Shouldn't one be able to utilize a math course as it would be used outside of the community?"

Response: "There is not enough community involvement to find too much duplication at this time. The concern is to get teachers and students in the community right now, and then we can develop a sequence if that's necessary. Let's make the area of prevocational education or career education the responsibility of every classroom teacher, of every administrator and every guidance person, regardless of where they are or where they come from. Let's give educators some techniques to do a better job of teaching. Then after we do that, let's get to the point where we identify those things which need to be presented in a specific class. I have been in too many schools where I have asked: 'I'd like to speak to your people involved in career education.' The response is: 'Oh, yeah, he's right down the hall.' Or, I might ask: 'I want to speak to your people who have anything to do with vocational education.' 'Oh, yeah, they're all out there.' That tells me something — they're all out there. We should try to overcome that type of situation."

Question: "I still see the problem of the teacher — to get him to actually utilize this concept. I'm really projecting my own problem. To get the social science teacher, the science teacher, the math teacher, and then have the teachers respond by saying that it is nice of me to describe our problem. I'm describing the problem to any teachers and then telling them to solve it, when what I should be doing is giving them the tools that they can utilize in the classroom. And I think they might be a little more grateful."

Response: "True. We have a mandate from the legislation which says, 'Districts will have a plan for career education by September, 1975.' Now, that doesn't describe or prescribe what that plan has to include. That's up to districts to develop. So, as much as we're against legislation of curriculum on the one hand, we can say at least we don't have the prescription that we have to plug in. Secondly, the main emphasis this next year in Michigan will be staff development. It will address the very thing you're talking about — how to give teachers techniques. We're saying, 'Teachers, don't try and infuse everything you do. Find something that's fairly comfortable, and try it out.' "

CONCURRENT SESSION:
COMPETENCY-BASED PROGRAMS

Aaron J. Miller

Professor and Chairman, Vocational-Technical Education
The Ohio State University

Introduction

First of all, I do not view everything that is not competency-based teacher education as incompetency-based. You can't make the distinction that instruction is either competency-based or if not, that it's poorly organized or poorly done. Competency-based teacher education is neither a theory of learning nor a theory of education. It is one of many mechanisms used by teachers; it is a system, a technique to follow. It refers to a methodology whereby content is derived from a systematic analysis of what teachers do. In other words, an occupation analysis of what teachers do defines these competencies and behaviors. It involves not only the identification of competencies but also their validation. Vocational educators for years have traditionally done many of these things in developing courses of study and course outlines.

Obviously before a teacher teaches, he must determine what must be taught and then make some sort of lesson plans or teaching notes. However, one difference in competency-based teacher education is that it forces the teacher to identify criteria for teaching success as well as content. Therefore, the content or competencies taught must be identifiable, teachable and able to be evaluated.

There is another problem — that of teaching sequence. Once content has been identified, how is it sequenced? Pre-testing and post-testing of competencies is also a part of this teaching methodology. Once competencies are identified, one must identify some sort of observable, measurable criteria by which one can say, "the student has developed that competency."

Competency Identification

One strategy used for identifying competencies to be taught is based on the theory that it "takes one to know one." Therefore, one goes to people who are competent in the technical area to be taught — teachers or a panel of experts. This group then can sit down and, through a process of introspection, can identify the kinds of competencies that are judged necessary for inclusion in the curriculum.

Let me now briefly discuss some methodologies one may use in identifying the competencies to be taught. Competencies may be identified by teams of experts. This panel of experts may be used to both develop and validate competency lists.

The industrial model is another strategy. Here, one observes the worker on the job and records the tasks that are performed. The problem is that attitudes and behaviors in the affective domain are not observed and hence go unrecorded.

An important decision in this analysis process is where to stop the analysis. One could continue identifying competencies until the job was so fragmented that the teacher would be dealing with trivia that really makes no sense at all. Another problem is that one can identify only those things that can be measured.

Building a competency-based curriculum with competencies in the cognitive and psychomotor domain (which are relatively easy to measure) and competencies in the affective domain (which are difficult to measure) may be likened to making a popcorn ball. The large and observable pieces of corn are the easily measured competencies while the essential affective competencies represent the syrup which gives meaning and shape to the enterprise.

Competencies tend to fall into several groups. First there are competencies which teachers perform with high frequency — such as asking a student a question. These are high frequency, low risk kinds of competencies. If a teacher doesn't clearly ask a question, nothing may happen except that the student will not understand what the teacher wants. Then there are competencies or teaching skills that are low frequency but high risk. They may happen only once in a lifetime, but they're very important. The question is, which competencies are most appropriate to be taught in a competency-based teacher education program? Which ones are most appropriate — the high frequency skills that tend to move toward the trivial, or the low frequency skills that are very critical?

An attractive feature of competency-based teacher education is its potential for modularization to form individualized and self-paced learning packets. If a student needs to develop a particular competency, a module which is designed to develop that competency can be prescribed. This means that students may progress at their own rate.

A question being asked by teacher training institutions is whether or not the whole teacher education program must be competency-based, or, whether only a portion of the program should be conducted in this mode with the remainder being composed of traditional classwork.

Individualized Versus Competency-Based Instruction

All individualized instruction must be competency-based. However, all competency-based instruction is not necessarily individualized. For example, some materials may specify the competency to be developed, the conditions under which it is to be developed, and the way the competency will be measured. The materials then outline the alternative methods for achieving that competency. One method may be to use a packet of materials which one may pick up at the instructor's office. Another method may be to read certain materials in the library and perform certain work. Another method may be to enroll in a particular course. Still another method may be to enroll in some related course and do additional readings and specifically related assignments. So, there are three or four options, some of which are individualized and some of which are group activities attached to traditional coursework.

Question: "Using competency-based education, is it possible to pre-test an individual and, if the individual has developed a specific competency, to allow him to skip that instructional experience?"

Response: "I think it's not only possible, but desirable, and this raises the question, ' What is the smallest instructional unit that's appropriate for the use of competency-based teacher education?' . Is it a course? For example, if a person comes in with certain competencies and you test him and verify the competencies, it is unfair to require the student to repeat a course in which these competencies are developed. However, if the course is totally competency-based, the student needs only to complete the work on competencies yet to be perfected. A problem develops, however, when only a portion of a traditional course includes competency-based materials."

Question: "What are the administrative and resource demands of such a program?"

Response: "A competency-based program requires more resources than a conventional program. However, it has a lot of attractive characteristics, such as: (a) students can enter the program and progress at their own pace; (b) the program is better structured and more organized; (c) in most cases it is at least as good as the program that's already there.

One should expect competency-based teacher education programs to cost more than traditional programs. Initial *development* costs — such as the costs of printing individual packages, buying filmstrips, transparencies, and library materials — are extremely high. Bringing these things together requires funds. Also the time necessary for individual instruction, pre-testing, post-testing, etc., all have implications for increased faculty services.

CONCURRENT SESSION: MAINSTREAM

James S. Payne

Associate Professor, Special Education
University of Virginia, Charlottesville

Question: "What do you really think about mainstreaming?"
Response: "I think that mainstreaming has done quite a bit of damage, for it has not been carefully thought out. Basically, I'm opposed to it. What I see happening on a nationwide scale, certainly in the Virginia area, is that large segments of individuals — especially handicapped individuals — are being taken out of special classrooms and indiscriminately placed into regular classrooms, in many instances on a random basis. In other words, students are placed in regular classrooms with no preparation. Not only is there a child going back into the mainstream with no preparation, but there is no preparation on the part of the receiving teacher. It is important that we not only work with the child, but also with the teacher receiving this child. In almost every case the receiving teacher will need to develop additional skills to work with handicapped children. There are some children that will never be mainstreamed be-

cause they are so severely handicapped. However, the majority can be mainstreamed at least to some degree. There are many regular classroom teachers that have developed and are capable of developing a variety of methods for dealing with handicapped people within the regular classroom. Sometimes it's just artistic to watch them work. For mainstreaming to be effective, it will be highly dependent upon the regular classroom teacher's skill and receptivity."

Question: "I'm asking the same question as the first, but specifically in relation to vocational education."
Response: "What is happening in vocational education is similar to what is happening in special education. If the child is not academically successful, is not college-bound, it was and is common to place the child in a vocational classroom. If a child scores low in intelligence, is thought to be emotionally disturbed, or perhaps disabled, the child is placed in special education. Perhaps many administrators and many educators, especially general educators, believe that one of the major purposes of special education and vocational education is to relieve the regular classroom teacher of problem children so that the teacher can work with the so-called "normal" student who is college-bound. The difference is that vocational education is a part of the mainstream where self-contained special education is out of the mainstream, thus vocational education will be receiving more and more special education students. With the large amount of federal money and the emphasis on mainstreaming, one alternative for the older students is going to be vocational education."

Question: "How would one utilize mainstreaming with vocational education in a small high school with different kinds of handicapped individuals?"
Response: "First of all, the development of additional skills from the regular classroom teacher can be hinged around many facets. One facet is the use of additional help. This help can come in the form of aides, volunteers, and sometimes just as other students and tutor-tutee relationships. We have had success with these types of assistance at the high school, junior high school and elementary school levels. Unfortunately, most teachers do not know how to administer and utilize aides. Many teachers have not been trained to use volunteers and most certainly not tutor-tutee relationships.

In addition to aides and volunteers, we found that token systems have been quite effective in motivating children to do things in the regular classes. Students earn tokens for good behavior and for achievement. For example, a student earns tokens for completing so many math problems or reading problems, and later he is able to exchange the tokens for privileges or consumable items. Token systems can be used with aides and/or volunteers as well as student tutors.

With the tutor-tutee system, a teacher can be teaching a few students and have a good math student teach math and hand out tokens or checkmarks. Small group work is very successful. Students that do not learn by traditional instruction are not actually taught in large groups. If students are able to learn in large groups, they are able to learn in any situation. Students learn by a good model and by teachers that provide a lot of personalized attention."

Question: "What about the children that cannot read and are placed with students who can read. How would a teacher assist slower readers to catch up to the faster readers?"
Response: "First of all, most of these students are not going to catch up. Each teacher needs to recognize this important problem."

Question: "But what if the child can't even read enough to grasp what you're teaching? I had a student in the 10th grade one time who couldn't read. He couldn't even read 'the'."
Response: "Most teachers, and there's nothing wrong with this, are taught not how to teach children, but how to teach content. So what we do is teach how to teach reading, but we don't teach children how to learn reading. In other words, we teach how to present material. Most everyone learns by this approach, but the children we are talking about don't; they need remediation. We should teach teachers how to remediate children. There is a difference between presenting material and remediation when one refers to reading. When we mainstream a student that cannot read to a regular class, first of all we must do some preparation and training with the regular classroom teacher. This teacher must understand the difference between the presentation of reading material versus remediation. Next, we must begin to make some judgments. Is this student going to learn how to read? What is the best use of teacher and student time? If you're dealing with a 15-year-old who does not know the "b" sound from anything else and he is placed in a regular class where everyone else can read, then the reason why he has been placed in the class is probably not for reading purposes. We're putting him in there for something else. And it would be unfortunate if the teacher were led to believe he was there to learn to read and be expected to read. That would be a misuse of the system. There are many things that go on in a regular class that are healthy to learn but are not entirely academic. This student can be helped and can probably learn some reading skills. For instance, a student that already knows how to read could teach, let's say, phonics to the student who cannot read. We have found this approach to be successful. One point: mainstreaming will not work in the area of remedial reading, *if* reading is taught where there are fifteen or twenty children in a group where the material is too difficult. *You must* break the group into small parts and remediate on appropriate levels and interest levels."

Question: "What if you want the child to be able to understand a schematic?"
Response: "Many times the schematic you want them to do, or the drawing, is more difficult than the teaching of reading. Remember, maybe the reason you have that student in your particular class is for exposure to some of the things other than reading or learning to draw or understand a schematic. Sometimes we see some value in teaching manners or certain types of behaviors. In other words, this student may have developed some obnoxious behaviors, and your class could be used as a model for teaching good behavior. If we don't communicate why he is being placed in your room, then we have really made a big mistake. You shouldn't have to guess why he is there. Let me put it another way. If you're teaching a regular vocational education class and you have children that can read quite well — and suddenly you

are sent a student that can't compete and no explanation is given why he is being sent to you — then this is an injustice placed on you and most certainly an injustice placed on the child. Unfortunately this is happening."

Question: "Apparently, mainstreaming is not just with the mentally retarded, but with other handicapped students. Is this right?"
Response: "Right. But one thing I would say is that the retarded are not much different from other handicapped students where mainstreaming is concerned. In all cases we must seek alternatives for working with the students and the alternatives are many and varied."

Question: "We have students who come from environments where there are no books, no one reads to them and they don't care. What role does the parent play?"
Response: "If you'd asked me that five years ago I would have said, 'Don't pay any attention to parents. Reading is good for that child and we're going to do everything we can to get him/her to read and achieve.' The last three years I've talked to a lot of parents — many parents — and they have just about convinced me, by saying 'for our family, there's something a lot more important than school and a lot more important than reading.' Parents have been given no alternatives. 'If your child remains in the regular classroom, this is going to happen to him. We want permission to put him in special education or vocational education,' they are told. It's an either/or situation, and one is true failure. So we're really not giving the parent any choice at all. Now, I'm beginning to opt for alternatives, such as: 'Your child can stay in here or he can go self-contained, or we have a resource teacher that comes in three days a week, or we have a remedial reading program, etc.' In school districts where we have had many alternatives, parents really make some sophisticated judgments as to where they want their children to go. We should not have a preconceived idea of what is right for a child. As an educator, we just have that child in our class. We don't live with him/her day-in and day-out, yet we are saying what's important for that child. I think we should, as professionals, at least say, 'In my opinion, this is what's important.' But we ought to turn around and say, 'But you're living with the child. You know him. What do you think is going to affect him?' And even though a lot of parents aren't real crazy about their children, most of them want their children to do what's right. They'll try to figure it out. And many of them will say, 'What do you think is best?' You say, 'I think this is best.' They say, 'That's the way we're going.' I like that type of arrangement much better than either/or."

Question: "But if you're advocating taking them out of the mainstream and putting them into remedial reading classes, you're arguing against mainstreaming, right?"
Response: "I think there are remedial reading classes that fit into mainstreaming. In other words, when it comes time for reading, we can pull the child out of the regular class and teach him reading in another room with someone who is very competent — perhaps in a resource room using an itinerant teacher. This is similar to speech therapy. The child is having trouble with speech, and we move him out. Then the speech therapist comes in and works with the child for three days a week. That child is still in the mainstream. I also want to clarify this: I *am not* a big advocate for

mainstreaming. I see some values in it. I see it probably being much more difficult to run than the self-contained situation. Right now, dumping everyone back into mainstream is premature. I'm not too sure that we have knowledge or the skills available to do that effectively and efficiently. I think, in special education, we are now to the point where we half-way know what we're doing."

Question: "What you're saying is good in theory. You've got the funds and all. My wife is teaching 5th and 6th grade in a system which doesn't have much money. She has 36 students, and of those 36 students, she has five that were formerly special education students. She doesn't have time to really work individually as you suggest. Most days she goes in and starts work; she doesn't even get to go to the restroom and works with the children until 3:15. It's a fact, and funds are a problem. Would you suggest letting the children ride through the year? What you're saying is good but it's more theory than a practical education. This is where we are now."

Response: "Ok, here's my stand on it. What I have been hired to do by different school districts is to take somebody like your wife and come in and try to teach her additional skills for dealing with those situations. I think we have been able to develop some flexibility among teachers. I would not want to lead you to believe that we're successful even in the majority of cases. In other words, we're talking about a situation which, if we just happen to hit right, we experience some success. To begin with, just for survival purposes, she would have to: (1) experiment around with grouping, and (2) complete a task analysis of her day. In other words, she should figure out how many minutes those children are inside those four walls. She would need to look at her schedule and try to figure out how she's going to get through the day. To begin with, you just want to survive on a day-to-day basis. But in order to do that, you've got to approach it from the standpoint by saying, 'Well, I'm going to be in here four hours and 36 minutes, and in that time I want to cover these areas, and I want to pay this amount of attention to these students.' It seems impossible, but remember that some of the children can work on some things independently."

Question: "Can you have the same standard of evaluation for everyone?"

Response: "Absolutely not. Not everyone can read 7th or 8th grade work. We must set individual objectives and goals for each child."

Question: "What about grading?"

Response: "We've done away with the grade card. What we do is communicate through objectives for the children. In other words, we say 'during this period of time, Johnny has accomplished these things: he now can color inside the lines, etc.' This information is on cards which are the size of the old grade card. At higher levels the same evaluation is completed, except it's done through letter-form rather than cards. We actually write a longhand letter stating this is sort of where we are; this is what we've done. It's almost like a newsletter instead of a report card, but it is done individually for each child."

APPENDICES

Appendix A

Conference Program

Second Annual
DECISIONS AHEAD FOR VOCATIONAL-TECHNICAL EDUCATION

April 13-15, 1975

Hyatt Regency Hotel, Knoxville, Tennessee

**A Conference for Graduate Students,
Teacher Educators and
Supervisors**

Sunday, April 13

6:30 p.m.	Registration Hyatt Regency

STEERING COMMITTEE
Co-Chairpersons: *Anthony Porreca, Sandra Miller*

Steering Committee Faculty and Graduate Student Members

Facilities Committee: *John Todd, Delorise Barnes, Frank McKenzie, and Janet Peterson*
Hospitality Committee: *Don McNelly, Jane Lewis, and Dee Wilder*
Program Committee: *John Stallard, Joan Clark, Sharon Cooper, and Jeanette Graves*
Publicity Committee: *Gerald Cheek, Kay Pearson, Jerry Scott, and Karla Watanabe*
Registration Committee: *Ray Smith, Glida Alexander, Robert Cooper, Jr., Lyle Hawkins, Willie Lindsey, and Joyce Schmidlin*
Speaker Notification Committee: *Melvin Miller and William Aiken*

Monday, April 14

8:00 a.m.	Registration
9:00 a.m.	"Welcome to the University of Tennessee" *Walter Herndon, Vice Chancellor for Academic Affairs, The University of Tennessee, Knoxville* "The Purpose of the Second Annual Decisions Ahead Conference" *James D. McComas, Dean, College of Education, The University of Tennessee, Knoxville* "Organization of the Conference" *Melvin D. Miller, Head, Vocational-Technical Education, The University of Tennessee, Knoxville* SESSION CHAIRPERSON — *Gerald Cheek, Associate Professor, Vocational-Technical Education, The University of Tennessee, Knoxville*
9:30 a.m. Kentucky Room	Keynote Address: "The Integrated Approach to Professional Personnel Development in VTE" *W.R. Miller, Chairman, Department of Practical Arts & Vocational Education, University of Missouri, Columbia*
10:15 a.m.	Coffee Break
10:45 a.m. Kentucky Room	Reaction Panel to Keynote Address Panel Members: *Dewey Adams, Head, Vocational-Technical Education, Virginia Polytechnic Institute, Blacksburg;* *William Coffield, Associate Dean, Graduate Studies, College of Education, The University of Tennessee, Knoxville;* *Betty Powers, Head, Home Economics Education, University of Kentucky, Lexington;* *A.J. Miller, Acting Chairman, Vocational-Technical Education, The Ohio State University, Columbus;* *William M. Harrison, Assistant Commissioner of Vocational-Technical Education, Nashville, Tennessee.*
12:00 noon	Lunch (on your own — sufficient facilities are available within the Hyatt Regency)
1:15 p.m.	"Decisions Ahead for Mainstream Education" *James Payne, Associate Professor, Department of Special Education, University of Virginia, Charlottesville,* SESSION CHAIRPERSON — *Joan Clark, *Graduate Student*

2:10 p.m. Concurrent Sessions:

A. Prevocational: *Dick Gardner, Associate Professor of Secondary Education & Curriculum, Michigan State University, East Lansing*
   SESSION CHAIRPERSONS: *Bill Aiken, Joyce Schmidlin*
   *Graduate Students — Room A

B. Placement & Follow-up: *James E. Bottoms, Director of Program & Staff Development, Georgia State Department of Education, Atlanta*
   SESSION CHAIRPERSONS: *Kay Pearson, Karla Watanabe*
   *Graduate Students — Room B

C. Competency-Based Programs: *Aaron J. Miller, Chairman*
   SESSION CHAIRPERSONS: *Jane Lewis, Frank McKenzie,*
   *Graduate Students — Room C

D. Clustering vs. Non-clustering: *Richard Schmidt, Coordinator of Program Planning and Career Education, Salem, Oregon*
   SESSION CHAIRPERSONS: *Willie Lindsey, Dee Wilder*
   *Graduate Students — Room D

E. Sex Discrimination in Federally-Funded Programs: *Nurham O. Warwick, Federal-State Relations, North Carolina Department of Education, Raleigh*
   SESSION CHAIRPERSONS: *Delorise Barnes, Jerry Scott*
   *Graduate Students — Kentucky Room, Part E

F. Homogeneity: *Wilbur R. Miller, Chairman, Department of Practical Arts & Vocational Education, University of Missouri, Columbia* (will not be repeated at 3:15 session.)
   SESSION CHAIRPERSONS: *Glida Alexander, Bob Cooper*
   *Graduate Students — Kentucky Room, Part F

G. Mainstream: *James Payne*
   SESSION CHAIRPERSONS: *Jeanette Graves, Janet Peterson*
   *Graduate Students — Boardroom

2:55 p.m. Coffee Break

3:15 p.m. Choice of Second Concurrent Session (same as 2:10 p.m.)

4:00 p.m. Adjournment

4:15 p.m. Tour of Dogwood Trails
Lyle Hawkins, Coordinator,
*Graduate Student

6:00 p.m. Attitude Adjustment Hour

7:00 p.m. BANQUET
Georgia/Carolina
Room

Toastperson: *Donald McNelly, Assistant Professor, Vocational-Technical Education, The University of Tennessee, Knoxville*

Invocation: *Ralph Woodin, Professor Emeritus and Former Department Head, Vocational-Technical Education, The University of Tennessee, Knoxville*

Introduction of Speaker: *James D. McComas, Dean, College of Education, The University of Tennessee, Knoxville*

Speaker: *Cayce Scarborough, Head, Department of Vocational & Adult Education, Auburn University, Auburn, Alabama*

Entertainment: *Wade Hill and the Bluegrass Professionals*

Tuesday, April 15

8:30 a.m.	Registration
9:00 a.m.	"Progress of the Conference" *Anthony Porreca, Associate Professor, Vocational-Technical Education, The University of Tennessee, Knoxville* SESSION CHAIRPERSON — *Jeanette Graves,* [*]*Graduate Student*
9:15 a.m. Kentucky Room	"Career Development: Theory" *Donald Super, Professor of Psychology and Education, Teachers College, Columbia University, New York, New York*
10:00 a.m.	Coffee Break
10:30 a.m.	"Career Development Practice" Elementary School — *Mae Marsh, Memphis SPAN Project* Junior High School — *Dick Gardner* Secondary School — *Richard Schmidt* Adult Education — *Cayce Scarborough* Higher Education — *Edward Brantley, President, Knoxville College, Knoxville, Tennessee*
12:00 noon Georgia Room	Luncheon

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[*] Department of Vocational-Technical Education, The University of Tennessee, Knoxville

Toastperson: *Sandra W. Miller, Associate Professor, Vocational-Technical Education, The University of Tennessee, Knoxville*

Invocation: *John Todd, Associate Professor, Vocational-Technical Education, The University of Tennessee, Knoxville*

"Youth Organizations", *Donald McDowell, Executive Director, National Future Farmers of America Foundation, Madison, Wisconsin*

1:30 p.m. "Decisions Ahead — Federal Involvement" *Dean Griffin, Assistant Director, American Vocational Association, Washington, D.C.*

SESSION CHAIRPERSON: *E. Ray Smith, Associate Professor, Vocational-Technical Education, The University of Tennessee, Knoxville*

2:15 p.m. Coffee Break

2:45 p.m.
Kentucky Room

"Future Decisions for Vocational-Technical Education as Viewed by Students, Teacher Educators, Local Directors, State Directors, and Superintendents of Instruction"

Moderator: *Mildred Doyle, Superintendent of Schools, Knox County Schools, Knoxville, Tennessee*

Teacher Educator: *Carl Dolce, Dean, School of Education, North Carolina State University, Raleigh*

Al Goodwin, Texas A & M graduate student, Bryan-College Station, Texas

Betsy Heineman, Local Director of Vocational Education, Montgomery County Schools, Clarksville, Tennessee

Carl Lamar, Assistant Superintendent for Vocational Education, State Department of Education, Frankfort, Kentucky

Kenneth H. Hansen, Superintendent of Public Instruction, Nevada Department of Education, Carson City

3:45 p.m. Adjournment — *E. Ray Smith*

Hospitality Room
Sunday, April 13, 1975 — 6:30 p.m. to 10:00 p.m.
Monday, April 14, 1975 — 8:00 a.m. to 4:00 p.m.
Tuesday, April 15, 1975 — 8:00 a.m. to 4:00 p.m.

Appendix B

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION FACULTY
VOCATIONAL-TECHNICAL EDUCATION GRADUATE STUDENTS

Department of Vocational-Technical Education Faculty

Melvin D. Miller, Associate Professor and Head
Garry R. Bice, Director, Research Coordinating Unit
Betty J. Brown, Assistant Professor
Donald V. Brown, Associate Professor
Ilene Brown, Professor
Walter A. Cameron, Assistant Director, Research Coordinating Unit
Gerald D. Cheek, Associate Professor
Carroll B. Coakley, Professor and Chairman, Distributive Education
Robert V. Coker, Coordinator of In-service Training, Research Coordinating Unit
David G. Craig, Associate Professor
Roger W. Haskell, Professor
Gerald K. LaBorde, Assistant Professor
Nell P. Logan, Professor and Chairman, Home Economics Education
Carl R. McEntire, Assistant Professor (Memphis)
Jacquelyn H. McInnis, Assistant Professor
Donald E. McNelly, Assistant Professor
Sandra W. Miller, Associate Professor
Alonzo J. Pearson, Instructor
Anthony G. Porreca, Associate Professor
Terrance L. Powell, Assistant Professor (Nashville)
Bill J. Radcliff, Associate Professor
Joe L. Reed, Professor and Chairman, Industrial Education
Edgar R. Smith, Associate Professor
John J. Stallard, Assistant Professor
John D. Todd, Associate Professor
George A. Wagoner, Professor and Chairman, Business and Office
George W. Wiegers, Jr., Professor and Chairman, Agricultural Education

Vocational-Technical Education Graduate Students

Bill Aiken
EPDA Student
Henson Hall
The University of Tennessee
Knoxville, TN 37916

Glida M. Alexander
EPDA Student
Henson Hall
The University of Tennessee
Knoxville, TN 37916

Bill J. Barger
305 Danbury Road
Knoxville, TN 37919

Delorise C. Barnes
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